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—(17.)—

EDUCATION (SCOTLAND).

SESSION 1.—5 *February* 1895——6 *July* 1895.
SESSION 2.—12 *August* 1895——5 *September* 1895.

VOL. XXX.

1895.

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REPORTS

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COMMISSIONERS, INSPECTORS,

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FORTY-SEVEN VOLUMES:—CONTENTS OF THE

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N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

EDUCATION (SCOTLAND):

[c. 7816–I.] Report of the Committee of Council on Education in Scotland, with Appendix, 1894–95. p. 1

General Reports:

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[c. 7761–I.] Southern Division: General Report for 1894. 717

[c. 7761–II.] Western Division: General Report for 1894. 759

Training Colleges:

[c. 7766.] Reports for the Year 1894, by (1) J. Kerr, Esq., M.A., LL.D., one of Her Majesty's Chief Inspectors of Schools; (2) The Hon. Mrs. Colborne on Needlework; (3) Sir John Stainer on Music. List of Training Colleges under Inspection. Statistics for the Year 1894, &c. &c. 805

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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

1894-95.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

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1895.

[C.—7816.–I.]

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THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1894–95.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Twenty-second Annual Report of our proceedings under the Education (Scotland) Act, 1872. Day schools.

SUMMARY OF STATISTICS RELATING TO INSPECTED SCHOOLS.

In the year ended 30th September 1894 the inspectors visited 3,054 day schools to which annual grants were made, containing 3,460 departments under separate head teachers, and furnishing accommodation for 770,244 scholars, or more than one sixth of the estimated population. There were on the registers of these schools the names of 686,335 children, of whom—

657,762 were children of school age (5–14);
12,511 were between 3 and 5 years of age;
125,018 were between 5 and 7 years of age;
137,551 were under 7 years of age (infants);
496,587 between 7 and 13;
36,157 between 13 and 14;
11,495 between 14 and 15; and
4,545 above 15.

Of the scholars whose names were on the books of some inspected school, 643,458 were present on the day of the inspector's visit to their respective schools, while 567,442 were, on an average, in daily attendance throughout the year. During the year, under the Code of 1893 (Art. 19 B), grants were made on an average attendance of 70,016 in infant departments, of 309,247 under Standard III., and of 190,485 above Standard III., the reports of Her Majesty's Inspectors showing that on the total average attendance of 569,748, the "fair" teaching grant was earned by 4·76 per cent., the "good" by 58·43, and the "excellent" by 36·81.

These statistics, and especially the last item, prove that, in general, the improvement which we have hitherto been able to record from year to year is well maintained.

The resources upon which our educational system is maintained have hitherto been classified as local and imperial, the local contributions having been of three kinds: voluntary subscriptions, rates, and school pence. Of these, the voluntary subscriptions in support of day schools amount to 29,188*l.* The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 296,045*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1893–94, as we learn from the report of the accountant in Edinburgh, the total amount raised from the education rate was 644,432*l.*, which is 1*l.* 5*s.* 11*d.* per head on the average attendance in public schools; and this necessitated an average rate of 7·57 pence instead of 7·30 pence in 1892–93. The third item above mentioned, viz., the school pence, has undergone, since 1st October 1889, a very material modification. This item is now replaced, as regards the greatest part of its amount, by the grants under the Parliamentary Vote and the Local Taxation (Customs and Excise) Act, 1890. Its total amount during the period in question reached (including payments for books and payments made by the parochial boards) the sum of 384,514*l.*; but of this sum the payments out of the Fee Grant and under the Local Taxation Act, which appear in the accounts of the schools inspected during the period in question, amounted to 334,910*l.**

On the other hand, the amount of parliamentary grants to day inspected schools has increased from 570,678*l.* to 597,417*l.*; and the rate of grant has increased from 1*l.* 1*s.* 0¼*d.* to 1*l.* 1*s.* 0¾*d.* for each scholar in average attendance.

Evening continuation schools.

The school provision of the country consists not only of the day schools, but also of evening continuation schools; and here we have to record, as a result of the encouragement given to these schools by the Evening Continuation School Code, a very remarkable increase. Of these schools 669 (275) were examined during the year: 32,934 (19,575) scholars above 12 years of age were, on an average, in attendance each night: and 36,818 (18,910) were present at H.M. Inspector's visit. The figures in brackets represent the numbers of last year, and the increase

---

* The cost of "maintenance" per child in average attendance was,—

In public schools	2*l.* 7*s.* 10½*d.*
In voluntary schools	2*l.* 2*s.* 4½*d.*

Towards which there was contributed in	Public Schools. £ s. d.	Voluntary Schools. £ s. d.
By ratepayers	0 11 11½	—
„ subscribers	—	0 7 3½
„ fees—		
Children's pence, &c.	0 1 6½	0 2 6
„ endowment	0 0 6¾	0 1 4
„ miscellaneous receipts	0 0 2¾	0 0 10½
„ Fee Grant	0 12 0	0 11 4
„ Science and Art Grants	0 0 8¾	0 0 4½
„ Secondary Education Committees	0 0 4½	0 0 0¾
Total	£1 7 4½	£1 3 9

fully justifies the expectations which we expressed last year in regard to the effect of the New Evening Continuation School Code. The stimulus it has given to the education of scholars who have passed through the elementary schools is very striking. In connexion with this we desire again to call attention to the good which has resulted from the action of the National Home Reading Union,* which has very distinguished support, and which has done much to perpetuate the work of the schools in the later life of the pupils.

We find that, taking the elementary subjects, 47,830 scholars in evening continuation schools received instruction in Arithmetic; 37,548 in Writing and Composition; 20,047 in Reading or Recitation, or both combined; and 8,964 in Reading and Writing combined. In English subjects, Geography, The Life and Duties of the Citizen, History, and English, were taken by 9,852, 7,440, 6,721, and 6,084 scholars respectively. The languages chiefly taken were: French, by 1,607; Latin, by 485; and German, by 403 scholars; but instruction was also given in Gaelic, Greek, Spanish, Danish, and Norwegian. In Mathematics, Mensuration, Algebra, and Euclid were taken by 5,132, 3,095, and 2,947 scholars respectively. Shorthand was taken by 7,765, Book-keeping by 5,800, Elementary Physiography by 1,752, Chemistry by 1,259, Science of Common Things by 1,139. Besides these, instruction was given in Human Physiology, Mechanics, Magnetism and Electricity, Mining, Elementary Physics and Chemistry, Theory of Music, Botany, Building Construction, Type-writing, Sound Light and Heat, &c. Instruction was also given to men and boys only in Agriculture, Navigation, and Horticulture; while there were classes for women and girls only in Needlework, Cookery, Domestic Economy, Dressmaking, and Laundry-work. Needlework and Cookery were taken by 8,754 and 6,019 respectively. All these figures show a gratifying increase. We are as strongly convinced as formerly of the usefulness of such schools, both in developing and rendering permanent the work begun in the day schools, and also in the sphere of Technical Education, with which the interests of the scholars are so vitally concerned; and we welcome the results as confirming hopes which we have previously expressed.

Training colleges.

Another, and a separate, head of the parliamentary grant consists of the payments made to seven training colleges, from which the supply of certificated teachers is mainly drawn. The number of students in these colleges in 1894 was 939, 409 of whom, having completed their course of training (along with 259 candidates admitted to the examination as graduates under Article 47 II. (*c*) and acting teachers) were examined on second year's papers for certificates in December last. The report upon these institutions by Dr. Kerr will be found in the Appendix.

---

* The headquarters of that association are Surrey House, Victoria Embankment, London, W.C.

Rate of progress since 1872.

In order to sum up the various statistics given above, we show in the following table, in a comparative form, the rate of progress since the Act of 1872. We have pointed out in previous Reports that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that we have been able to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years		
	1872.	1880.	1894.
ESTIMATED POPULATION - -	3,395,802	3,705,314	4,123,038
NUMBER OF SCHOOLS (Institutions) inspected - - - -	1,979	3,064	3,065
DEPARTMENTS—			
Day - - - -	2,133	3,377	3,460
Night - - - -	68	277	728
ACCOMMODATION—			
Day schools - - -	281,688	602,054	770,244
Night schools (not connected with day schools) - -	—	*1,361	*3,570
PRESENT AT INSPECTION—			
Day scholars - - -	225,300	470,581	643,458
Night scholars - - -	2,641	14,809	36,818
AVERAGE ATTENDANCE—			
Day scholars - - -	213,549	404,618	567,442
Night scholars - -	3,653	14,297	32,934
NUMBER OF TEACHERS—			
Certificated - - -	2,566	5,330	8,706
Assistant - - - -	—	444	1,947
Pupil - - - -	3,642	4,582	3,932
Studying in Training Colleges -	729	892	939

Proceeding to deal separately and in greater detail with the questions to which these statistics relate we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been

* In 8 schools in 1880; and in 11, 1894; in the remaining cases, the night schools were held in the premises of day schools.

maintained and the points in which it is still to some extent deficient; and, lastly, the teaching power now available and the means existing or suggested for recruiting or developing that power.

I.—*School Supply.*

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1894 sufficient for 785,207 scholars, or 19·04 per cent. of the population.*

Of the total increase of 503,519 seats in schools under inspection, we reckon that about 140,000 have been required to meet the growth of the population during the last 22 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

Confining our statistics, as we are obliged to do, to schools established before the passing of the Act of 1872, with the aid of grants from the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, since that Act was passed, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December 1886, when the last building grants were paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided

* The following table shows the classification of schools in the last three years as compared with that of 1872 :—

	1872.	1892.	1893.	1894.
Public - - - - -	—	2,671	2,679	2,700
Church of Scotland - - -	1,311†	51	46	44
Free Church - - - -	523	18	17	15
Episcopal - - - - -	46	74	74	74
Roman Catholic - - - -	22	176	177	179
Undenominational and other schools -	—‡	118	112	107
Total - - - -	1,902	3,108	3,105	3,119

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.

‡ Included with Church of Scotland and Free Church prior to 1879.

by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8½*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; or at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then* loans to the amount of 3,304,154*l.* 13*s.* 2½*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 5,702,957*l.* 1*s.* 11½*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st March last, in providing school accommodation. As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of this amount represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 3,605,074*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

From these various resources, school accommodation to the amount of 785,207 places, showing an increase of 178·75 per cent. in the last 22 years, has been supplied to meet the requirements of the country. The building grants having now ceased in accordance with the Education Act, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

* To 31st March last.

It becomes necessary, therefore, to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted in 1891 20·86 per cent. of the total population, and are now estimated to amount in Scotland to 860,181. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children, and this difficulty is increased by the refusal of information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance. The relief of fees, on the other hand, has evidently largely increased the attendance of children of earlier years and even brought into school many who are under school age; so that, on a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1894 was 4,123,038, one sixth of which is 687,173. The actual supply is in excess of this by fully 90,000 places. But bearing in mind that school boards find it expedient, in the case of class-rooms for drawing and certain other parts of instruction, to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is redundant; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete.

II.—*School Attendance.*

If the conclusion thus stated, with regard to the supply of accommodation, be correct, it becomes important to consider how far that accommodation is made use of, or, in other words, to consider the circumstances with regard to the average attendance.

With our present population, there might be 824,607 (1 in 5) on the registers, and 687,173 (1 in 6) in average daily attendance. But our returns show only 699,716 children on the registers of schools upon the annual grant list, and 578,455 in average attendance.

In other words, for every 100 children who might be on the registers, for whom some 95 school seats have been provided, we have only 84 scholars on the registers, and 70 in daily attendance. The latter figure is slightly higher than that reached last year. But we still think that without unduly straining the compulsory clauses a considerable addition might be made to the number in

average attendance, which is now, however, more than keeping pace with the increase in the number on the registers. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of half-timers, and of those who have passed the standard exempting them altogether from school attendance, it follows, if we assume that every child may be reasonably expected to go to school for seven years, that there might be a hundred thousand scholars more than at present on the registers of aided schools, and a further increase in the same proportion in the average attendance.

Relief of fees.

By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed, were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1894 the sum so voted was 286,000*l.*, and a further sum of 10,357*l.* was available under the Education and Local Taxation Account (Scotland) Act, 1892. During the year ended 31st March 1895, the capitation grant paid in relief of fees was at the rate of 12*s.*, of which about 9*s.* 10*d.* was met from the Parliamentary Grant and 2*s.* 2*d.* from the sums available under the Acts of 1890 and 1892 above referred to, and it is hoped that it may be at the same rate for the current financial year. But the continuance of this must depend upon the proportion between the sums at our disposal and the average attendance at the schools.

The tables below show (1) the amount granted to various descriptions of schools for the year ended 31st March 1894; (2) the amount so granted for the year ended 31st March 1895.*

* Tables.

No. 1.—Table showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March 1894.

	£	s.	d.	£	s.	d.
To school boards for public schools -	294,830	18	0	294,830	18	0
To managers of voluntary schools :—						
Church of Scotland - - -	3,316	12	0			
Free Church - - -	1,962	10	0			
Episcopal Church - - -	6,743	0	0			
Roman Catholic Church - -	26,806	15	0			
Undenominational - -	6,969	4	0			
				45,798	1	0
				£340,628	19	0

The following is an approximate statement as to the extent of the relief granted :—

Number of scholars on registers of schools on annual grant list between 3 and 15 years of age - - - - -	695,086
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - -	20,315
Extent of relief granted by the Code -	674,771

We desire to repeat the hope that Scottish parents will show their sense of the boon thus conferred, by a constant and vigorous effort to make the school attendance of their children full and regular.

III.—*Standard of Instruction.*

During the year 1894 the number of scholars on the registers of inspected schools was 686,335, and grants were made on an average attendance of 379,263 under Standard III. (of whom 70,016 were in infant departments), and of 190,485 above Standard III. It appears from the reports of Her Majesty's Inspectors that 63·36 per cent. of the scholars in infant departments earned the grant at the "excellent" rate, while only 39·02 per cent. of the scholars in classes under Standard III., and only 23·46 per cent. of those above Standard III. did so.

The following statement gives in a summarised form, which may be found useful, some results of the statistics of the past year :—

For every 100 of the average number of day scholars in attendance—

i. 52 were boys ;
   48 were girls ;
ii. 20 were infants, *i.e.*, below 7 years of age ;
   39 were between 7 and 10 ;
   41 were above 10 ;
iii. 84 were paid for at *Excellent* rate for organisation and discipline.
   16 were paid for at *Good* rate.

No. 2.—TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March 1895 (corrected to May 31st, 1895).

	£	s.	d.	£	s.	d.
To school boards for public schools -	301,652	1	0	301,652	1	0
To managers of voluntary schools :—						
Church of Scotland - -	3,329	0	0			
Free Church - - -	1,736	7	0			
Episcopal Church - -	6,882	9	0			
Roman Catholic Church - -	28,418	10	0			
Undenominational - -	6,781	7	0			
				47,147	13	0
				£348,799	14	0

iv. 37 were paid for on examination in Standard subjects at *Excellent* rate.
58 were paid for at *Good* rate.
5 were paid for at *Fair* rate.
v. 79 earned grants under Article 19 C.
vi. 8 were presented for examination under Article 21 (specific subjects).

Standard examination.

By an important change introduced into the Code in 1886, the large part of every school which consists of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It has now been carried out on a wider scale, so that individual examination does not now form the basis of any payment for the ordinary standard work of the school. The importance of this change, and the increased necessity for vigilance and care which it imposes upon school managers, will be readily recognised by all conversant with our educational system. The result so far, however, has, in our opinion, fully justified the change, and while it has contributed greater freedom and elasticity to the instruction, it has not lessened its efficiency.

Class subjects.

The grant under Article 19 C. (referred to in Section V. of the statement above) is for the encouragement of class subjects, which represent something beyond the bare requirements of the standard examination, and which have always been tested by the efficiency of the classes as a whole, and not according to the knowledge attained by individual scholars. Previous Codes considerably increased the range of these subjects, and gave to them a more important place in the work of the schools. Of 3,063 departments (exclusive of infants' departments) examined during the year, class subjects were taken in 3,055. In 51, one subject only was taken; in 705, two; and in 2,299, three subjects were taken. Besides English, which was taken in 3,040 cases, 2,990 departments took Geography, 2,132 History, 251 Needlework, and 100 Elementary Science. No payment, however, was recommended by Her Majesty's Inspectors to be made in respect of 19 departments (representing an average attendance of 567). In the remaining 3,036 departments (representing an average attendance of 449,669 above seven years of age) grants were awarded according to the report in each case, the average sum earned by each of these scholars being 5*s.* 6*d.** This shows that a large proportion of departments received grants at the higher, or 2*s.*, rate.

The Code for the present year gives greater freedom to school authorities in grouping these subjects, and as it makes the highest grant attainable when only two subjects are taken, we hope that extent of acquirement rather than variety of subjects will be aimed at.

* Full details are given in Table No. 6.

Specific subjects.

Besides the class subjects, the Code has recognised a certain number of specific subjects, for which a grant is made, under Article 21, upon each individual pass (*see* section vi. of the statement above). Such subjects represent the amount of individual higher instruction which it may be found possible to give, consistently with due attention to the more essential subjects taught to every scholar in the school. They may be begun as soon as a scholar has reached the 5th Standard, and may be continued through three stages. Some statistics as to the results under this article will be found in the note below,* and from these it will be seen that advantage of this article is taken by a large number of pupils—in 1,787 out of a total of 3,063 departments. We have now greatly simplified the schedule of specific subjects; and instead of specifying a limited choice of subjects, with strictly prescribed courses of instruction, we have given to school managers complete freedom in suggesting subjects

* Of 47,332 (44,280) scholars presented under Article 21 of the Code, 5,231 (4,774) were examined, and 3,686 (3,442) passed in three such subjects; 13,832 (13,169) were examined, and 11,606 (10,558) passed in two such subjects, and 26,258 (24,456) passed in one subject. The figures within brackets show the results in 1893.

The following table shows the subjects taken up, and the number of presentations and passes in the three stages of each subject:—

Subject.	1st Stage.		2nd Stage.		3rd Stage.		Total.	
	Presentations.	Passes.	Presentations.	Passes.	Presentations.	Passes.	Presentations.	Passes.
†Domestic Economy	9,083	7,615	6,137	5,374	4,752	4,246	19,972	17,235
†French	10,832	8,999	4,185	3,568	1,596	1,397	16,613	13,964
†Mathematics	8,443	6,903	2,745	2,317	617	515	11,805	9,735
†Latin	6,490	5,229	2,780	2,308	1,139	923	10,409	8,460
†Principles of Agriculture	3,318	2,846	1,446	1,274	932	846	5,696	4,966
†German	1,292	1,165	413	380	139	132	1,844	1,677
Shorthand	1,315	1,157	376	350	35	34	1,726	1,541
Bookkeeping	836	701	194	159	87	73	1,117	933
Navigation	372	237	153	122	21	18	546	377
†Greek	255	239	109	104	64	61	428	404
Animal Physiology	166	149	131	116	103	95	400	360
Magnetism and Electricity	159	123	29	26	66	55	254	204
Gaelic	150	120	64	58	25	19	239	197
Chemistry	76	47	69	49	16	15	161	111
Botany	75	64	43	39	13	12	131	115
Mechanics	55	42	23	21	17	17	95	80
Woollen Manufacture	48	48	29	28	17	16	94	92
Geology	49	32	20	20	—	—	69	52
Sound, Light, and Heat	11	11	16	14	—	—	27	25

The seven subjects marked † are specified in the Code. The other subjects were submitted to, and approved by, the Department.

which they deem suitable for the requirements of their own locality, and in drawing up, for approval, schemes under which instruction in these subjects may be given.

Drill.

In connection with the subjects of instruction we may further state that *military drill* (as distinguished from the ordinary school drill which is a part of the organization of every good school) is systematically taught in 441 schools; and the effect of this continues to be beneficial in aiding both the discipline of the school, and the physical development of the scholars.

Needlework.

We have printed in the Appendix a report, by the Hon. Mrs. Colborne, on needlework, from which we are glad to learn that the subject continues to receive increased attention from those responsible for the training of future teachers.

Cookery.

The instruction in cooking, which is now recognised by the Code, formed part of the curriculum last year in 607 schools, having in the previous year been taught in 518 schools. Payments under Art. 22 have been made in 590 departments for 30,869 girls at 4*s.* and for 2,137 at 2*s.* We are glad to find that the number of schools in which this subject is taught is so rapidly increasing: and we shall carefully watch its development with the view of deciding what conditions may be most fitted to secure thoroughness in practical training, and the employment, as instructors, of persons qualified not only by practical experience, but also by some training in the art of imparting knowledge.

Laundry and dairy work.

By the Code of 1891 laundry work was recognised as part of the instruction by which grants might be earned; and during the past year, payments at 2*s.* for laundry work were made on account of 335 girls in 23 departments.

Singing.

As regards singing, we find that instruction was given by ear (in 1894) in 535 (or 16·14 per cent.) out of 3,315 departments, in which singing was taught. The Code offers special encouragement for teaching by note, and with this incentive it is evident that the latter method is rapidly extending. We are glad to find from the reports of our Inspectors that its extension is having excellent educational results.

Saving banks and school libraries.

Saving banks have been established in 196, and school libraries in 341 schools.

IV.—*Teaching Power.*

The day schools inspected in 1894 contained 3,460 departments, with an average daily attendance of 567,442. For these 8,706 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 65 children. But, if the average attendance reached its proper level, the number of children under instruction in aided schools daily ought to be about 687,000, and for this number fully 10,500 certificated teachers would, at the same rate, be

required. It might, indeed, become necessary to employ even a larger number. The employment of pupil-teachers shows a tendency to decrease under the influence of a natural preference for adult teachers, and a wish to restrict the time devoted to teaching by such pupil-teachers as may be engaged. We would welcome also a further development of separate infant departments, under independent female teachers, and we trust that this may be the result of increased attention to, and appreciation of, the advantages of infant training. These causes may lead to the employment of a number of certificated teachers even in excess of our estimate.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and the number must constantly diminish whose certificates have been thus obtained.

Another class of teachers are those who hold provisional certificates (which are valid until the teacher completes his or her 25th year) granted upon the completion of an entirely satisfactory course as pupil-teachers. These qualify the holder to take charge of a small school with less than 60 children in average attendance. A somewhat lower qualification has been accepted as sufficient for the charge of a school with an average attendance of not more than 30 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and without the burden on the rates that the salary of a fully-trained teacher would involve. We find, however, from our returns that, during last year, only 69 teachers of these grades were actually in charge of such schools

Setting aside these necessarily limited sources of supply, we find that the general source from which the body of certificated teachers may be recruited, is to be found in the successful candidates at the annual examination for certificates, conducted under the directions of the Department. As the result of the last examination, 614 teachers were thus added to the body.

This number includes students in training colleges, graduates under Article 47 II. (*c*), and acting teachers, as shown in the following table:—

	Male.	Female.	Total.
Students in training colleges - - - -	138	271	409
Graduates under Art. 47 II(c) - - -	20	—	20
Acting teachers - - - - -	5	180	185
Total - - - - -	163	451	614

The number of graduates and acting teachers who succeeded in obtaining certificates at Christmas, 1894, shows an increase of 41 over the number successful in the preceding year.

Turning again to the whole existing supply of teachers, we find that of 3,991 male teachers, 78 per cent. had been students in a training college, while of 4,646 female teachers, 65·54 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession, by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the male teachers again, we find that 632 are graduates, while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined only to those subjects which bear directly on the practical duties of a teacher, or which are not included in the university curriculum.

Training Colleges.

Apart from such entrants, however, the training colleges constitute the chief source of the teaching supply. These colleges, which are seven in number, are recognised for 995 students.* This includes an additional number of students specially added this year for temporary causes.

They can therefore furnish each year more than 450 teachers who have been trained for two years, but this number is not quite sufficient to fill up the waste (calculated at 6 per cent.) in the staff of teachers now employed. We estimate very highly, and would be glad, if possible, still further to develop the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part

* *See* Table No. 2.

of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of students who attended the university classes in the past winter is shown in the following table :—

College.	Classes attended.																	
	Males.											Females.						
	No. of Students attending University Classes.	Latin.	Greek.	Mathematics.	English Literature.	Education.	Logic.	Moral Philosophy.	Natural Philosophy.	Astronomy.	Natural History.	No. of Students attending University Classes.	Latin.	Mathematics.	English Literature.	Education.	Logic.	French.
Edinburgh, C.S.	25	21	1	14	9	12	2	3	—	—	—	4	2	2	—	2	—	—
„ F.C.	23	14	4	9	6	12	3	—	2	1	—	12	—	2	10	—	2	2
Glasgow, C.S.	21	8	12	8	14	14	—	—	—	—	—	7	—	—	7	7	—	—
„ F.C.	26	23	14	16	—	—	1	—	—	—	—	7	2	4	3	—	—	3
Aberdeen, C.S.	6	2	1	3	3	4	—	1	1	—	1	5	—	—	2	5	—	—
„ F.C.	5	3	—	5	1	—	1	—	1	—	—	2	—	—	1	1	—	2
Total	106	71	32	55	33	42	7	4	4	1	1	37	4	8	23	15	2	7

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.* Last year there were 3,932 pupil-teachers of all years, 1,227 of whom were in the last year of their engagement. In July 1894, 1,195 pupil-teachers and ex-pupil-teachers were examined for admission to the training colleges, while the other candidates for admission were only 72; but owing to the change of date of the Queen's Scholarship Examination, another examination of candidates for admission to training colleges was held in December last, at which 739 pupil-teachers and ex-pupil-teachers and 61 other candidates were presented. It thus appears that it is the pupil-teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges. Seven years ago we raised considerably the standard of attainments required from pupil-teachers, and this change has not, so far as we know, led to any over-pressure on

* *See* Table No. 3.

the pupil-teachers, and ought to have the effect of making them better qualified to profit, at a future stage of their career, by any opportunities of university training, whether on its present lines or on any wider range which may, through the action of the Universities Commission, be given to the university curriculum. The new Code has restricted the examinations of pupil-teachers to an examination at the end of the second year, and another at the close of their engagement.

In the subjects which are of weight in the certificate examination, science has been allowed a considerable place, as we are of opinion that competence to give some instruction in scientific subjects is a valuable addition to the qualifications of a teacher. A table showing the results of the examination of students in the examinations held by the Science and Art Department will be found in the Appendix.

The subject of Agriculture now finds a place in the Scotch training colleges, an Agriculture class having been established at the Free Church Training College, Aberdeen. We shall be glad to encourage any further means by which instruction in this subject might be made available to the future teachers, who will often be employed in districts where they might turn a practical knowledge to excellent account.

The study of languages also forms an important part of the instruction at the training colleges, 318 papers in Greek, Latin, and French having been worked by male students, and 643 in Latin and French by female students.

In drawing, 898 students were examined, and 676 passed in one or more branches. Looking to the important place which it is desirable that this subject should hold in the elementary schools, we trust that means may be taken by the authorities of the training colleges to prevent its neglect.

In view of the increasing number of training college students availing themselves of the facilities given by the Code for attendance at the universities, it has been considered expedient to change the date of the Certificate Examination hitherto held in December, so as to interfere as little as possible with the university studies of these students; and this change further necessitates an alteration in the date of the Queen's Scholarship Examination.

In the Code for 1895 important changes have been introduced, by which it is made possible for the universities to share, even more fully than hitherto, in the training of teachers. A new class, called Queen's students, has been instituted, and these will receive the chief part of their instruction at the universities while otherwise they will be under the supervision of a Local Committee, responsible for their professional training.

The average salary of a schoolmaster (whether principal or assistant) is now 138*l.* 3*s.* 0*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.* and is now 65*l.* 13*s.* 1*d.* Besides this, 1,687 masters and 458 mistresses are provided with residences free of rent.

A table at the end of this report gives some further details as to salaries.

We publish in the Appendix :—

Returns of the loans sanctioned for the erection or enlargement of schools, of the transfer of schools sanctioned under sections 38 and 39 of the Education (Scotland) Act, 1872, of the sale of public schools sanctioned, as well as of the grants made to supplement the rates of poor and populous districts (sec 67 of the Act of 1872).

V.—*Pensions.*

We have received, during the year ended at Michaelmas 1894, 44 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July 1875, and 16th June 1884, and have awarded 6 pensions of 30*l.*, 9 of 25*l.*, and 16 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 547 Scotch applications. We have awarded 26 pensions of 30*l.*, 87 of 25*l.*, and 164 of 20*l.*, and 43 gratuities to the amount of 1,135*l.*

It may be noted that the following pensions have been awarded under the Minute of 16th June 1884, which extended the original limits of Article 118 (5) in favour of teachers employed before August 1851 ; viz., 15 of 30*l.*, 46 of 25*l.*, and 107 of 20*l.*

General.

Before concluding our report it has been our practice to refer to any special features in the operations of the previous year, and to review the progress of Scotch educational administration generally.

Blind and Deaf-mute Children.

We have referred in previous years to the fact that by the Education of Blind and Deaf-Mute Children (Scotland) Act, 1890, provision has now been made to secure the education of such children. Since the Act came into operation we have sanctioned payments by school boards in respect of 173 children (103 deaf-mute, 68 blind 2 both blind and deaf-mute). The payments sanctioned run as a rule from 10*l.* to 15*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in a few cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense.

In connexion with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We

are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated; but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of cost.

Ten institutions not otherwise on the annual grant list, and 38 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 30th September 1894, on account of 505 scholars whose attainments in elementary or class subjects were found to be satisfactory, and of 2*l.* 2*s.* in each case on account of 459 scholars who had made satisfactory progress in some course of manual instruction.

Highland Schools.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 621 out of 668 schools inspected during the past year in the specified counties, and extra grants, amounting to about 7,948*l.*, have been paid under its provisions during the past year.

This Minute offers another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was difficult to give opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools. Under this clause an additional sum of 959*l.* has been paid in respect of 3,198 passes. Further, as a result of that Minute, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. We trust that this aid combined with the grant available for higher education under the Education and Local Taxation Account (Scotland) Act, 1892, will be efficacious in preserving for these localities the advantages of some amount of higher education, which has always been a distinctive feature of Scottish schools.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the

very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of our long, minute, and anxious consideration; and as a result we were able, under a Minute of 21st December 1888, to propose certain terms to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools, and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis. Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland an Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the estimates a sum of 4000*l.* for special grants to these districts. We are glad to say that the necessities of these districts have so far been relieved that we have been enabled, year by year, to reduce the amount, which in the estimate for this year stands at 1,500*l.* The result continues to be eminently satisfactory. The boards are restored to a position of solvency; and though it cannot be said that the local resources are in all cases sufficient to meet the present burdens, yet we trust that provision has been made for a sound financial position, combined with increased efficiency, and that before long local responsibility may be fully restored. In the case of two school boards—those of Stenscholl and South Uist—we thought it right to bring the provisional arrangement to a close; and the present Minute is confined to Ross-shire and Inverness-shire, in which counties alone the arrangement had actually been adopted.

Secondary Education.

In our reports for recent years we have referred to the results of the inspection of higher schools, which was first undertaken after the re-organization of this Department in 1885. We have noted considerable improvement in the condition of many of

these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and, in most respects, the improvement continues to be maintained. The number of schools under inspection is now 73, 30 being higher class public schools, 24 endowed schools, and 19 schools under voluntary managers who have invited the inspection of the Department. By the liberality of Parliament, additional resources are now available for secondary education in Scotland. The question of the method of distribution by which these resources may most effectually contribute to the educational benefit of each locality was referred by Minute of 1st May 1893 to burgh and county committees. Schemes were submitted by these committees, and approved by the Department, for the distribution of the share of the grant allotted to their districts for the two years ended 31st March 1894, and payment of these sums has been made.

Under the Minute of 9th July 1894 the allocation of the grant was slightly modified, an initial payment of 200*l.* being made to each committee, and the remainder being divided, as before, in proportion to the population of their respective districts. The result has been largely to increase the sums available for the smaller counties, whilst the grant to the others has not been seriously reduced.

In view of this change, and as the result of past experience, modifications were proposed by some of the committees in the schemes of distribution for the year 1894–95, and opportunity will again arise, in considering the schemes for 1895–96, to make any modification which further experience may have shown to be desirable. The schemes for 1894–95 have now, with one or two exceptions, been approved, and the sum due to each locality has been paid. The provisions of these schemes are very various, but we have endeavoured to give a general synopsis of the whole in Table 8.

That table shows the allocation under each scheme, and it will be seen from it that the plans followed are very various. Experience will give opportunities of comparison, and we would hope that in the course of time it will be found that greater uniformity of system is compatible with full recognition of the different requirements of each locality. So far it is evident that the committees have, as a rule, endeavoured to come to a compromise between the plan of selecting and aiding central secondary schools, and that of distributing a share of the grant amongst a large number of State-aided schools, on condition that some amount of higher education is given in these schools. In some cases we think that there has been a tendency to distribute the grant too widely, thereby incurring the risk of dissipating resources and spending their grant on work which might fairly be overtaken by schools which are aided from the Parliamentary grant. But the committees have generally required adequate proof that some work of a higher kind is done in each school sharing in the grant, and if this condition is insisted upon, it

ought to serve as a guarantee against expenditure which does not produce some valuable result in promoting higher education. It must be remembered that in many districts, where there are no distinctively secondary schools, the effect of restricting the grants to such schools would be to deprive of any benefit large numbers who, if they are to obtain higher education at all, must make at least the first steps therein at the ordinary State-aided schools.

We trust that the committees will, in each instance, endeavour to steer a fair course between these difficulties, and we shall continue to give such aid to their deliberations as may be in our power. We feel it to be our duty strenuously to resist any plan which would deal with this fund as one which is to be divided amongst localities apart from the fulfilment of distinct educational conditions.

The main purposes for which the money is allotted are:—

1st. Subsidies to higher class schools.

2nd. Subsidies to higher departments in State-aided schools.

3rd. Bursaries.

4th. Capitation grants, allowed sometimes on the average attendance of scholars who have passed beyond standard work, and sometimes on the number who have passed certain definite tests, such as the leaving certificate or the merit certificate.

It is not possible to state the amount assigned for each of these purposes, inasmuch as the proportion is sometimes dependent on contingencies, and the subsidies are liable to be reduced or increased in proportion to the rise or fall in the number of capitation grants. This is a system to which no objection can be taken if the capitation grants are paid on sufficiently stringent conditions. If such capitation grants are numerous we may infer that much higher instruction is given in the ordinary schools; if few pupils in these schools can claim them, then the central school rightly obtains a larger subsidy.

Speaking generally, we find that out of a total grant for the year ended 31st March 1895 of 57,000*l.*, together with any balance from previous years' grants which remained in the hands of the committees, about 15,500*l.* has been assigned in direct subsidies to higher class schools, and about 15,000*l.* in direct subsidies towards secondary education in State-aided schools, in both cases with a possibility of increase. This is in addition to anything which the schools may gain from capitation grants. The larger portion of what remains will be paid in bursaries and capitation grants, and we hope next year to be able to give a summary of returns which have been called for showing the amount expended by the committees under each head during the past two years.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection

of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of secondary or higher class schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as is necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was this year 270 (including 202 State-aided schools); that the number of candidates, which was 972 in 1888, was this year 13,173; and that the total number of papers taken, which was 4,300 in 1888, was this year 39,966.

A large number of university and professional authorities have announced their readiness to accept the certificate in lieu of such preliminary examinations as are held under their directions.*

For the general results of the inspection and leaving certificate examination we have to refer to the report of the Director, which will be found in the Appendix.

Merit Certificate.

Merit certificate.

In 1891 we asked the special attention of school boards and other educational authorities to the proposal for a merit certificate, which appeared to us to be of great practical importance in view of complaints which reached us with regard to the defective way in which pupils acquire the ordinary elementary subjects. Whether as a preparation for the ordinary business of life, or as an introduction to higher or technical education, thoroughness in elementary subjects is the first requirement of elementary schools. It is the object of the merit certificate, to secure this by enlisting the self-interest of parents and the co-operation of employers of labour. It was asserted that the number of pupils who might be induced to remain

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* Amongst these we may name:—
The Lords of Council and Session (for the purposes of the Law Agents Act);
The War Office and the Civil Service Commissioners for the Army Preliminary Examination;
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Institute of Accountants and Actuaries in Glasgow;
The Society of Accountants in Edinburgh; and
Girton College, Cambridge.

longer at school by means of the merit certificate was small. But the proposal has now been in operation for three years, and we have already issued 6,177 of these certificates, from which it would appear that the opportunity is highly valued. We continue to receive assurances that the importance of such pupils in a school is not measured by their numbers only, and that the benefit which accrues from their obtaining an adequate education extends far beyond the individual pupil immediately concerned.

Technical Education.

We have previously referred to the efforts which we made to draw the attention of school boards to the provisions of the Technical Schools (Scotland) Act of 1887, and the new field of operations which it threw open. School boards still appear to hesitate about enlarging their sphere of action by making use of the provisions of this Act. But we are not disposed to infer from this that the subject is disregarded, and, on the contrary, we believe that it is attracting considerable attention, and that discussion is now doing much to define the proper aims and methods of such instruction. It is probable also that school boards are anxious to consider this, not so much as a separate question, but rather as one belonging to the larger sphere of higher education generally, and that they desire to weigh carefully the action which it may be expedient for them to take, on grounds of public interest, in this larger question, before embarking upon any further development of technical education as one branch thereof. The New Evening Continuation School Code, however, which has had the effect of increasing the numbers of, and attendance at, evenings schools, has given a very strong impetus to instruction of this sort.

Under the Local Taxation (Customs and Excise) Act, 1890, power is given to town and county councils to contribute to the support of technical instruction, and under the Education and Local Taxation Account (Scotland) Act, section 2, subsection 5, further powers of the same nature are conferred upon these bodies.

The Technical Instruction Amendment (Scotland) Act, 1892, removed certain impediments which were found to hinder the exercise of these powers.

(Signed) DEVONSHIRE.
BALFOUR OF BURLEIGH.

HENRY CRAIK, *Secretary*,
Scotch Education Department,
the 3rd day of August 1895.

Tables referred to in Report.

No. 1.

Table A.

Showing the Estimated Total Number of Children of each year of school age, and the number and per-centage of these whose names are on school registers.

Age.	Total Number of Children.	Number of Children on Registers.	Per-centage.
5 to 6	101,531	47,930	42·71
6 „ 7	99,492	79,616	80·02
7 „ 8	96,998	88,826	91·58
8 „ 9	96,135	90,805	94·46
9 „ 10	94,993	90,667	95·45
10 „ 11	96,396	86,140	89·45
11 „ 12	91,446	83,171	90·95
12 „ 13	92,683	66,542	71·80
13 „ 14	90,607	36,813	40·63
Total	860,181	670,510	77·95

No. 1.

TABLE B.

SHOWING the INCREASE in AVERAGE ATTENDANCE since 1872.

Years.	Average Attendance in Aided Day Schools.	Increase on previous Year.	Rate of Increase.
1872	213,549	—	—
1873	220,508	6,959	3·3 per cent.
1874	263,748	43,240	19·6 per cent.
1875	303,536	39,788	15· per cent.
1876	329,083	25,547	8·4 per cent.
1877	360,413	31,330	9·5 per cent.
1878	377,257	16,844	4·6 per cent.
1879	385,109	7,852	2·1 per cent.
1880	404,618	19,509	5·1 per cent.
1881	409,966	5,348	1·32 per cent.
1882	421,265	11,299	2·76 per cent.
1883	433,137	11,872	2·82 per cent.
1884	448,242	15,105	3·49 per cent.
1885	471,175*	22,933	5·12 per cent.
1886	483,996*	12,821	2·72 per cent.
1887	494,373*	10,377	2·14 per cent.
1888	502,046*	7,673	1·55 per cent.
1889	508,468*	6,422	1·27 per cent.
1890	519,738*	11,270	2·22 per cent.
1891	540,028*	20,290	3·90 per cent.
1892	549,420*	9,392	1·71 per cent.
1893	563,286*	13,866	2·52 per cent
1894	578,455*	15,169	2·69 per cent.

* The figures for 1885–1894 are those of schools upon the annual grant list.

Table No. 2.

Showing Number of Students in Training Colleges, arranged under Denominations.

Denomination.	Number of Students.								
	1893.			1894.			1895.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Church of Scotland - - -	144	266	410	134	309	443	123	321	444
Free Church - - - -	152	248	400	147	290	437	142	328	470
Episcopal Church - - -	—	58	58	—	59	59	—	58	58
Roman Catholic Church - -	—	—	—	—	—	—	—	23	23
Total -	296	572	868	281	658	939	265	730	995

Table No. 3.

Showing the Sources from which the Candidates for Training, in each of the above three Years, were mainly drawn, at the previous Queen's Scholarship Examinations.

	1893.		1894.		1895.	
	Males.	Females.	Males.	Females.	Males.	Females.
Pupil-teachers of 5th years - - -	895	2,951	758	3,017	748	3184
Pupil-teachers in their last year - -	228	779	182	807	191	776
Pupil-teachers who entered for admission into Training Colleges - - - -	256	670	254	1,038	*472	*1,543
Non-pupil-teachers examined - -	19	76	16	85	*28	*105
Candidates who passed the examination successfully - - - -	210	670	212	829	*320	*1,285

* These figures are for the two examinations held in July and December 1894.

Table No. 4.

Salaries of Teachers.

The following table of the salaries now enjoyed by the masters and mistresses of aided schools, when compared with those published from time to time in former reports of the Department, will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers:—

Certificated Masters.

——	Number and Per-centage in receipt of Salaries of								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.** and over.	Total.
Principal -	16	110	297	771	508	265	141	219	2,327
	·69	4·73	12·76	33·13	21·83	11·39	6·06	9·41	—
Assistant -	4	251	769	529	93	22	2	—	1,670
	·24	15·03	46·05	31·67	5·57	1·32	·12	—	—
1874.									
†	50	274	438	646	262	114	38	28	1,850
	2·7	14·81	23·68	34·92	14·16	6·16	2·06	1·51	—

Certificated Mistresses.

——	Number and Per-centage in receipt of Salaries of								
	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
Principal -	15	28	53	567	314	126	18	11	1,132
	1·33	2·47	4·68	50·09	27·74	11·13	1·59	·97	—
Assistant -	88	126	167	2,499	499	190	4	2	3,575
	2·46	3·52	4·67	69·90	13·96	5·32	·11	·06	—
1874.									
†	65	54	70	449	142	50	6	—	836
	7·77	6·46	8·37	53·71	16·99	5·98	·72	—	—

* Of these, 164 ranged from 300*l.* to 400*l.*; 45 from 400*l.* to 500*l.*; 8 from 500*l.* to 600*l.*; 1 from 600*l.* to 650*l.*; and 1 from 750*l.* to 800*l.*

† The figures for 1874 refer to the whole of the certificated teachers, both principal and assistant. There were not 600 of the latter in our schools at that period; at present there are more than 5,000.

Table No. 5.

Showing the Result of the Work of the past Year compared with that of the preceding Year.

			1892-93	1893-94	Increase. Number	Increase. Per cent.
	Total population (estimated)		4,090,315	4,123,039	32,723	·8
	Population, 3–5 years		201,711	203,325	1,614	·8
	,, 5–14 ,,		853,354	860,181	6,827	·8
	,, 5–14 ,,		1,055,035	1,063,506	8,441	·8
Day schools	Number of schools inspected	institutions	3,004	3,054	50	1·66
		departments	3,391	3,460	69	2·03
	Number of scholars for whom accommodation was provided		737,797	770,245	32,447	4·39
	,, on the school registers		664,898	690,335	25,437	3·82
	,, present at inspection		618,021	643,228	25,207	4·07
	,, in actual average attendance		542,864	567,142	24,278	4·47
	,, in average attendance on which the grant was claimed (Art. 19 A.)		545,798	570,021	24,223	4·43
	,, in average attendance on which the grant for organisation and discipline was allowed (Art. 19 A. 3)		447,886	479,176	31,290	7·00
	,, At *excellent* rate		90,127	89,982	−145	−·16
	,, *good* rate					
	,, in average attendance on which the grant on examination in standard subjects was allowed Art. 19 B.		177,321	209,734	32,413	18·27
	,, At *excellent* rate		338,307	392,810	54,503	16·11
	,, *good* rate		28,748	27,704	−1,044	−3·63
	,, *fair* rate		431,987	449,669	17,682	4·09
	,, in average attendance earning grants under Art. 19 C.		44,280	47,432	3,152	7·11
	,, examined under Art. 21 (specific subjects)		26,547	28,209	1,662	6·25
	,, ,, ,, in one subject		13,169	13,832	663	5·03
	,, ,, ,, in two subjects		4,774	5,231	457	9·57
	,, ,, ,, in three subjects		38,456	41,560	3,094	8·05
	,, who passed in specific subjects		24,456	26,258	1,802	7·37
	,, ,, in one subject		10,568	11,696	1,128	10·67
	,, ,, in two subjects		3,442	3,786	344	9·99
	,, ,, in three subjects		8,325	8,776	451	5·42
	Number of certificated teachers		1,874	1,947	73	3·89
	,, assistant teachers		3,775	3,932	157	4·16
	,, pupil teachers		129	156	27	20·93
	,, female assistants, 32 (*c*) 3		9	10	1	11·11
Evening schools	Number of schools inspected	Institutions not otherwise on Annual Grant List	28	28	13	83·09
		Ordinary annual grant schools	437	511	74	16·92
	Number of scholars presented to H.M. Inspectors under Art. 20(a) and (b)		437	505	68	15·56
	,, paid at the rate of 8*s.* 6*d.* under Art. 20(a)		401	459	58	14·46
	,, of 2*l.* 2*s.* under Art. 20(b)					
Day and evening schools	Amount of income derived from (1)	Rates	£ 290,296	£ 310,587	£ 20,291	£ 7·09
	,, ,, ,, (2)	Voluntary subscriptions	31,041	30,656	385	1·05
	,, ,, ,, (3)	Fees paid by scholars	33,558	33,533	25	·07
	,, ,, ,, (4)	Books, &c., sold to children	20,971	22,817	1,846	8·80
	,, ,, ,, (5)	Fee grant	316,446	334,910	19,464	6·17
			1,298,027	1,383,219	97,192	7·50
	Total income (including grant, &c.)		1,280,280	1,376,788	95,469	7·46
	Total cost of maintenance					

Italics denote decrease.

TABLE No. 6.

Table No. 6 - - - - -

Table showing the Results of the Inspection and Examination of Elemen-

County.	Number of		Accommodation.	Number of Scholars on the Roll.	Actual Average Number of Scholars in Attendance.	Average Attendance on which Grant was claimed.	Total Average Attendance passed as under Art. 19 B.			Total Average Attendance passed as in using			
	Schools.	Departments.					Art. 19 B. 1 (a). Under Standard III.	Art. 19 B. 1 (a). Above Standard III.	Art. 19 B. 2. Infants.	Fair.	Good.	Excellent.	Total.
Aberdeen	283	303	59,628	52,107	43,798	44,068	24,325	15,496	4,086	3,288	26,488	14,128	43,904
Argyll - -	160	172	17,926	12,347	10,984	10,168	5,169	3,945	1,057	423	6,688	3,060	10,171
Ayr - -	166	186	46,721	40,003	35,757	35,887	19,877	11,721	2,286	1,704	24,685	7,847	34,884
Banff -	83	83	10,604	13,316	10,877	10,943	6,868	3,880	93	715	6,697	3,021	10,641
Berwick -	49	56	7,984	5,686	4,686	4,688	2,402	1,628	646	405	4,099	142	4,676
Bute - -	21	21	3,733	2,697	2,269	2,275	1,308	966	—	39	1,149	1,150	2,274
Caithness -	57	60	8,995	6,562	5,289	5,377	2,870	2,096	367	208	3,367	1,008	5,133
Clackmannan	21	23	3,760	6,250	5,288	5,334	3,318	1,764	252	124	2,795	2,614	5,535
Dumbarton -	52	61	18,389	16,544	13,871	13,928	8,078	4,413	1,447	513	8,657	4,774	13,924
Dumfries -	105	113	17,444	13,682	11,408	11,442	6,229	4,166	1,051	308	6,077	5,002	11,387
Edinburgh -	152	217	67,375	64,280	53,423	53,346	20,856	16,649	15,804	755	25,642	26,052	52,449
Elgin - -	58	61	11,391	8,774	7,099	7,133	3,484	2,768	885	232	4,809	2,013	7,154
Fife - -	141	177	40,632	35,393	29,725	29,817	13,416	9,620	6,723	1,846	16,517	11,425	29,788
Forfar - -	193	203	55,110	48,402	39,469	40,123	19,914	12,950	7,217	2,162	22,894	14,295	40,351
Haddington -	38	42	7,193	6,110	5,001	5,011	2,825	1,625	558	408	2,754	1,756	5,008
Inverness -	178	182	18,440	14,544	11,496	11,542	6,628	4,412	502	2,580	7,102	1,820	11,502
Kincardine -	56	57	8,211	6,554	5,549	5,592	3,491	1,990	110	309	3,541	1,651	5,501
Kirkcross - -	7	8	1,358	967	805	813	415	286	104	—	682	132	814
Kirkcudbright	69	74	9,097	7,183	6,124	6,158	3,342	2,370	445	253	3,540	2,344	6,137
Lanark - -	328	382	179,882	175,934	144,901	144,985	90,837	45,509	8,754	488	70,286	72,180	143,280
Linlithgow -	37	48	9,498	9,628	7,780	7,802	3,847	2,328	1,625	362	5,837	1,907	7,806
Nairn - -	15	17	1,841	1,514	1,196	1,209	630	391	188	58	876	270	1,204
Orkney and Shetland -	116	117	10,325	8,661	6,582	6,686	3,924	2,570	164	1,229	4,128	1,310	6,668
Peebles - -	22	24	2,960	2,472	2,075	2,080	1,152	765	165	70	1,856	555	2,482
Perth - -	178	192	26,582	20,721	16,626	16,852	9,027	6,686	1,741	1,709	9,872	5,212	16,793
Renfrew -	97	180	49,892	46,670	39,448	39,580	17,960	12,783	9,122	810	18,230	20,447	39,487
Ross and Cromarty - -	143	159	15,940	13,323	10,628	10,726	6,761	3,826	122	2,224	6,146	2,249	10,619
Roxburgh -	69	74	11,938	9,588	8,092	8,041	3,881	3,008	1,155	108	4,822	2,567	8,497
Selkirk - -	29	27	4,680	4,168	3,791	3,768	1,764	1,448	704	67	3,247	382	3,696
Stirling - -	86	105	24,032	22,741	18,711	18,734	10,402	6,020	2,417	848	13,026	4,898	18,772
Sutherland -	44	44	4,422	3,639	2,837	2,861	1,726	1,135	—	451	1,937	474	2,862
Wigtown -	53	54	7,861	6,414	5,265	5,278	3,014	1,975	288	417	3,046	1,815	5,278
Totals -	3054	3,460	779,244	686,335	567,442	573,124	309,247	189,485	74,175	27,154	302,210	209,727	539,240

Table No. 6.

TARY DAY SCHOOLS in SCOTLAND, for the Year ended 30th September 1894.

Class Subjects. Number of Departments in which the Scholars were examined in					Cookery, Art. 22.		Laundry Work. Art. 22 (a).		Specific Subjects.			No. of Pupil-teachers for whom Grants have been paid for.		Staff.			Average Cost per Scholar in Average Attendance.
English.	Geography.	History.	Needle-work.	Elementary Science.	Number of Departments.	Number of Girls for whom Grants were paid.	Number of Departments.	No. of Girls for whom Grants were paid.	Number of Departments in which Scholars were presented.	No. of Scholars examined. Standards V.-VI.	No. of Scholars examined. Ex. Standard VI.	Good Examination.	Fair Examination.	Certificated Teachers.	Assistant Teachers.	Pupil-Teachers.	£ s. d.
280	279	62	11	10	31	1,562	—	—	210	2,647	1,478	92	116	763	101	349	2 6 8½
163	162	148	3	3	13	435	1	13	106	1,036	629	13	17	236	33	66	3 0 10
164	160	150	4	1	32	1,834	1	9	74	1,404	715	51	99	474	139	236	2 2 9½
82	82	42	8	2	20	957	—	—	61	600	591	24	19	171	34	77	2 5 5½
49	49	28	10	—	—	—	—	—	17	151	84	8	15	78	12	28	2 9 5½
21	21	17	1	1	2	228	—	—	13	124	121	8	7	47	1	15	2 17 5½
57	57	43	2	—	8	297	3	60	39	210	355	6	13	88	23	53	2 8 3
19	21	21	2	—	6	468	—	—	11	280	124	20	18	67	16	49	2 1 5½
52	52	51	2	—	16	850	—	—	31	1,033	413	10	20	203	65	79	2 7 8½
103	100	57	7	4	10	396	—	—	62	1,175	418	17	33	189	41	81	2 9 10½
150	150	101	36	23	48	2,868	4	65	82	2,572	1,193	186	132	773	153	415	2 11 8½
52	51	41	—	—	14	430	2	24	37	509	361	16	29	125	18	66	2 7 11½
136	136	73	53	8	14	895	—	—	88	1,336	423	67	59	446	100	186	2 1 3
163	150	121	24	4	53	3,507	—	—	74	1,725	850	55	113	631	171	241	2 9 10
37	38	18	9	4	3	38	—	—	18	204	99	4	9	84	14	28	2 7 10½
177	173	145	5	3	12	456	1	9	103	960	578	7	24	220	45	105	2 9 7½
55	56	9	5	1	7	184	—	—	39	369	147	7	8	105	16	28	2 7 1½
7	7	7	—	—	—	—	—	—	5	65	18	2	—	14	5	3	2 9 3½
70	68	34	2	3	4	86	—	—	46	696	278	15	14	111	13	43	2 11 0½
338	338	328	3	7	189	11,814	11	155	203	8,357	2,699	332	317	1,898	541	959	2 5 4½
36	36	28	7	2	9	532	—	—	18	258	161	9	22	115	31	57	2 2 3½
15	15	13	—	—	—	—	—	—	8	130	6	1	7	24	3	12	2 7 0½
110	94	46	3	1	—	—	—	—	46	313	341	10	6	149	17	44	2 8 4
22	21	13	11	1	—	—	—	—	9	34	23	2	1	40	5	7	2 9 9½
178	177	159	6	3	8	434	—	—	111	1,056	491	35	25	322	53	97	2 13 7½
103	102	91	7	9	44	2,336	—	—	63	3,118	986	53	124	542	132	271	2 5 8½
131	130	84	2	—	10	234	—	—	66	403	436	12	24	183	35	86	2 5 10½
67	67	35	21	8	6	392	—	—	26	210	161	17	12	137	17	45	2 6 5½
21	21	15	6	1	4	275	—	—	10	37	77	5	7	64	13	17	2 3 2½
87	87	82	—	1	27	1,498	—	—	50	876	325	35	47	256	74	138	2 3 4½
44	43	28	—	—	—	—	—	—	30	180	187	4	7	57	8	25	2 14 7
51	47	42	1	—	—	—	—	—	31	308	188	2	9	94	18	26	2 8 8½
3,040	2,990	2,132	251	100	590	33,006	23	335	1,787	32,376	14,956	1,125	1,353	8,706	1947	3,932	2 7 0¾

Table No. 7.

Shewing the Population in 1891, the Number of Elementary Day Schools on the Annual Grant List on the 30th September 1894, the Accommodation, and the Number of Scholars on the School Registers and in Average Attendance in those Schools.

County	Population (April 1891).	One Sixth of Population (April 1891).	Number of Schools under Local Management.	Number of Departments under separate Head Teachers: Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.	Accommodation.	Number of Scholars on the Registers.	Average Number of Scholars in Attendance.
Aberdeen	281,332	46,889	260	268	8	4	14	7	8	309	60,703	53,677	44,270
Argyll	75,003	12,501	165	164	1	—	5	4	3	177	17,329	12,547	10,234
Ayr	226,283	37,714	169	149	3	3	1	19	15	189	47,182	41,015	34,695
Banff	64,190	10,698	83	69	2	—	4	6	2	83	16,004	13,316	10,577
Berwick	32,400	5,401	49	54	—	—	—	—	2	56	7,384	5,956	4,943
Bute	18,404	3,067	21	17	—	—	—	1	3	21	3,733	2,697	2,269
Caithness	37,177	6,196	64	64	—	1	—	—	2	67	9,474	6,815	5,462
Clackmannan	28,432	4,739	19	19	—	—	1	1	1	22	7,223	6,796	5,821
Dumbarton	94,495	15,749	54	53	1	—	1	8	—	63	18,971	17,086	14,518
Dumfries	74,221	12,370	104	99	1	—	1	4	7	112	17,333	13,661	11,978
Edinburgh	434,159	72,360	163	165	5	3	23	23	15	233	71,415	66,606	56,196
Elgin or Moray	43,453	7,242	53	53	2	—	1	1	4	61	11,201	8,774	7,090
Fife	187,346	31,224	144	175	1	—	1	3	—	180	41,152	35,778	30,091
Forfar	277,773	46,296	166	174	1	1	8	14	10	208	54,687	49,418	40,236
Haddington	37,485	6,243	41	42	1	—	—	1	1	45	7,779	6,546	5,330
Inverness	89,317	14,886	184	174	3	—	3	3	—	183	19,044	14,999	11,784
Kincardine	35,647	5,941	56	51	1	—	5	—	3	60	8,597	6,918	5,543
Kinross	6,260	1,047	7	7	—	—	—	—	1	8	1,336	967	805
Kirkcudbright	39,985	6,664	68	68	1	—	1	4	—	74	9,697	7,183	6,114
Lanark	1,046,040	174,340	232	279	4	2	1	90	11	387	181,695	178,056	146,541
Linlithgow	52,808	8,801	41	46	—	—	—	5	4	55	11,211	10,963	8,963
Nairn	10,019	1,670	15	15	—	—	—	1	1	17	1,861	1,514	1,170
Orkney and Shetland	59,164	9,861	120	118	2	—	1	—	—	121	10,824	9,062	6,856
Peebles	14,761	2,460	22	21	—	—	1	—	2	24	2,981	2,472	2,051
Perth	136,199	21,033	179	168	6	2	6	4	7	193	26,054	20,741	16,792
Renfrew	390,796	48,466	96	114	1	—	3	25	5	148	50,842	47,470	40,005
Ross and Cromarty	77,810	12,968	140	134	—	1	2	1	3	141	16,566	14,762	11,959
Roxburgh	53,741	8,957	66	68	1	—	2	1	1	73	11,882	9,537	7,974
Selkirk	27,353	4,559	22	21	—	—	1	3	2	27	4,000	4,358	3,551
Stirling	125,608	20,935	85	89	1	—	3	7	2	102	24,040	21,741	18,371
Sutherland	21,896	3,649	44	43	—	—	—	—	1	44	4,498	3,503	2,942
Wigtown	36,063	6,010	53	50	—	—	1	3	—	54	7,547	6,414	5,195
Totals	4,026,647	670,941	3,119	3,021	46	16	90	243	116	3,542	788,097	669,716	578,455

Table No. 8.

Synopsis of the Schemes of Burgh and County Committees as approved by the Scotch Education Department, for the distribution of the sums* available under the Minute of 9th July 1894, for Secondary Education in their respective districts, for the year ended 31st March 1895.

Aberdeen (Burgh).

Grant for year ended 31st March 1895 = 1,550*l.* 19*s.* 10*d.*

Scheme approved on 20th December 1894.

Allocation of grant:—

The grant is to be divided between three higher class schools with a view to increased efficiency, and the extension of secondary education by lowering the fees and the provision of free places, viz.:—

	£	*s.*	*d.*
Aberdeen Grammar School - - -	500	0	0
,, Girls' High School - - -	500	0	0
,, Robert Gordon's College - -	400	0	0
	1,400	0	0
Balance retained for expenses of Committee, &c. - -	150	19	10
	1,550	19	10

Aberdeen County.

Grant for year ended 31st March 1895 = 2,320*l.* 7*s.* 10*d.*

Scheme approved on 27th December 1894.

Allocation of grant:—

	£	*s.*	*d.*
To *secondary schools or departments*, viz.:—			
A grant of 150*l.* each to Fraserburgh Academy, Huntly Gordon Schools, and Peterhead Academy - -	450	0	0
For bursaries open for competition to scholars in all State-aided schools in the county - - - -	89	0	0
Capitation grants of 3*l.* for passes in secondary subjects at State-aided schools - - - - -	800	0	0
Grants of 10*l.*, 15*l.*, or 20*l.* to schools presenting 10, 15, or upwards of 20 scholars in secondary subjects; not to exceed in all - - - - - -	150	0	0
Grants for secondary subjects in Evening Continuation Schools - - - - - - -	150	0	0
Expenses of Committee, &c. - - - - -	140	7	10

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* In some cases, where Committees have a balance in hand from the previous year, the sums allocated under their schemes exceed in amount the grant payable to them in respect of the year ended 31st March 1895.

ARGYLL COUNTY.

Grant for year ended 31*st March* 1895 = 1,116*l.* 12*s.*

Scheme approved on 25th January 1895.

Allocation of grant :—

	£	*s.*	*d.*
Expenses of Committee	35	0	0
Bursaries of 10*l.* for pupils at schools not sharing in grants mentioned below who have obtained merit certificates	70	0	0
Grants of 120*l.* each to—			
Campbeltown Grammar School	360	0	0
Dunoon " "			
Oban High School			

The remainder in capitation grants on the average attendance of ex-VI Standard scholars, in 16 schools named, receiving instruction in subjects of the Leaving Certificate Examination.

(No school is to receive more than 300*l.* in all under the scheme.)

AYR COUNTY.

Grant for year ended 31*st March* 1895 = 2,953*l.* 12*s.* 5*d.*

Scheme approved on 9th March 1895.

Allocation of grant :—

Grants to Higher Class and other schools, viz.:—

	£
Ayr Academy	150
Irvine Academy	150
Kilmarnock Academy	150
Ardrossan Academy	50
Beith Academy	50
Girvan Burgh Public School	50
Maybole Public School	50
Old Cumnock Public School	50
	700

(The grants to the first three schools are conditional upon the provision of 20 free places.)

Capitation grants of 1*l.* to the above named and all State-aided schools in the county on the average attendance of scholars who, having passed Standard VI. or an equivalent examination, are receiving satisfactory secondary instruction.

Grants of 2*l.*, 4*l.*, or 6*l.* on account of scholars obtaining one or more leaving certificates of the lower, higher, or honours grade respectively (except arithmetic certificates).

BANFF COUNTY.

Grant for year ended 31*st March* 1895 = 957*l.* 9*s.* 11*d.*

Scheme approved on 25th January 1895.

Allocation of grant :—

Capitation grants on account of scholars or pupil-teachers in certain specified schools who obtain merit certificates, or leaving certificates, at the following rates, so far as the funds permit, viz.:—

	£
For merit certificate (with language or mathematics)	1
" " lower grade leaving certificate	1
" " higher grade " "	4
" " honours " "	6

Berwick County.

Grant for year ended 31*st March* 1895 = 598*l.* 9*s.* 6*d.*

[Scheme not yet approved.]

Bute County.

Grant for year ended 31*st March* 1895 = 424*l.* 18*s.* 6*d.*

[Scheme not yet approved.]

Caithness County.

Grant for year ended 31*st March* 1895 = 654*l.* 7*s.* 3*d.*

Scheme approved on 16th March 1895.

Allocation of grant:—

To each of 7 selected State-aided schools, fulfilling certain conditions, for the promotion of secondary education:—

1. A sum of 25*l.*
2. Capitation grants of 1*l.* on the average attendance of ex-VI. Standard scholars (not to exceed 50*l.* in all in the case of any one school).
3. Grants on account of individual scholars under *one* of following heads:—
   - (*a.*) 1*l.* for a pass in the third stage of a secondary subject.
   - (*b.*) 2*l.* for obtaining *two or more* leaving certificates of the lower grade, or a higher grade certificate in arithmetic.
   - (*c.*) 4*l.* for obtaining *one or more* higher grade leaving certificates in subjects other than arithmetic.
   - (*d.*) 5*l.* for obtaining *one or more* honours grade leaving certificates.

For bursaries:—

Three 10*l.* *bursaries* for each parish not participating in the above grants, viz., Halkirk, Bower, Reay, and Watten.
Two 10*l.* *bursaries* for the parish of Canisbay.
One 10*l.* *bursary* for part of the parish of Wick (Landward).
Four 10*l.* *bursaries* open to the whole county.

Clackmannan County.

Grant for year ended 31*st March* 1895 = 603*l.* 13*s.* 7*d.*

Scheme approved on 30th April 1895.

Allocation of grant:—

1. Grants to *Secondary Departments* in:—

	£	£
Alloa (Burgh)	200	
Alva	100	= 400
Tillicoultry	100	

   upon certain conditions as to curriculum and efficiency.
2. For 10*l.* bursaries, tenable for three years, at Dollar Institution, open for competition to scholars attending State-aided schools who pass an examination of the standard of the lower grade leaving certificate = 90*l.*
3. Grants of 25*l.* each to the school boards of Clackmannan and Alloa (Landward) = 50*l.*

   These grants will be paid as capitation grants of 1*l.* for each scholar passing Standard VI. and three stages of a secondary specific subject, and 3*l.* for each scholar who remains one year at

school after so passing. Any part of the grant not so earned may be applied for scholarships at higher class schools, or paid over to the school board of Alloa (Burgh) towards the support of their secondary department.

4. The balance of the grant, after meeting the *expenses of the Committee*, to be distributed as a capitation grant to State-aided schools in the county in respect of scholars who obtain the merit certificate = 63*l.* 13*s.* 7*d.*

Dumbarton County.

Grant for year ended 31*st March* 1895 = 1,398*l.* 16*s.* 11*d.*

Scheme approved on 9th April 1895.

Allocation of grant :—

Grants to Secondary Departments in :—

	£	£
Bonhill, Alexandria North Public School - -	100	
Row, Helensburgh, Hermitage Public School -	100	
Dumbarton Burgh Academy - - -	100	560
Old Kilpatrick, Clydebank Public School -	100	
New Kilpatrick Public School - - -	100	
Lenzie Academy - - - - -	60	

Capitation grants of 1*l.* to certain public and State-aided schools on average attendance of ex-VI. Standard scholars, for promotion of secondary education.

Scholarships, 30 at 5*l.* = 150*l.*; these scholarships are to be offered for competition amongst ex-VI. Standard scholars who are not in attendance at the schools named above, and will be tenable at these schools or other higher class schools approved by the Committee.

Dumfries County.

Grant for year ended 31*st March* 1895 = 1,107*l.* 7*s.* 11*d.*

Scheme approved on 21st December 1894.

Allocation of grant :—

Direct subsidies to certain selected schools, on condition that free education is given to those holding bursaries and free scholarships under the scheme (except at Moffat and Sanquhar), viz. :—

	£	£
Dumfries Academy - - - - -	300	
Wallace Hall Academy - - - -	130	
Sanquhar Public School - - - -	40	
Annan Academy - - - - -	150	970
Lockerbie, Dryfesdale Public School - -	200	
Moffat Academy - - - - -	50	
Langholm Public School - - - -	100	

The balance of 137*l.* 7*s.* 11*d.* to be applied for :—

(*a.*) Expenses of Committee.

(*b.*) *Bursaries* of 10*l.* tenable for three years by children who have passed Standard V. and reside more than 4 miles from any of the selected schools (except Moffat and Sanquhar), an equal number of *free scholarships* being provided at these schools for children who live less than 4 miles distant.

Dundee Burgh.

Grant for year ended 31*st March* 1895 = 2,073*l.* 13*s.* 6*d.*

Scheme approved on 30th November 1894.

Allocation of grant :—

Grants to higher class school, viz., *Dundee High School :—*

(*a.*) A direct subsidy of 200*l.*

(*b.*) A sum of 150*l.* conditional upon establishment of at least 30 free scholarships in the secondary department.

Grant to school board :—

The available balance of the grant to be paid to the school board, for promoting secondary education in their higher departments, conditional upon the establishment of 120 free scholarships.

EDINBURGH CITY.

Grant for year ended 31st March 1895 = 3,220*l.* 19*s.* 5*d.*

Scheme approved on 8th March 1895.

Allocation of grant :—

Grants to higher class schools on condition of the establishment of free scholarships :—

School.	*No. of Free Scholarships.*	*Amount of Grant.*
		£
Edinburgh High School	50 (for boys)	1,000
Edinburgh Merchant Maiden Hospital	40 (for girls)	500
Edinburgh, George Watson's College for Boys	30 (for boys)	250
Edinburgh, George Watson's College for Girls	20 (for girls)	250
Edinburgh, Daniel Stewart's Hospital	30 (for boys)	250
Edinburgh, Heriot's Hospital School	50 (for boys)	250
Total	220	2,500

A *capitation grant* of 5*l.* for each scholar gaining leaving certificates (lower grade) in two subjects in State-aided schools in Edinburgh or in Gorgie Public School. The sum is not to exceed a total of 800*l.*, and the grants will be proportionately reduced if necessary.

Expenses of the Committee to be met from balance in hand.

EDINBURGH COUNTY.

Grant for year ended 31st March 1895 = 1,638*l.* 10*s.* 6*d.*

Scheme approved on 22nd January 1895.

Allocation of grant :—

Grants to secondary departments in connexion with public schools at :—

Class "A" schools. { West Calder, Penicuik, Lasswade, Dalkeith, Portobello, Musselburgh, } at 80*l.* each = 480*l.*

Grants to public schools providing higher education, viz. :—

Class "B" schools. { Ratho Public School, Corstorphine Public School, Juniper Green Public School, Cramond Davidson's Mains Public School, Stow Public School, Stobhill Public School, East Calder Public School, } at 40*l.* each = 280*l.*

Bursaries :—

	£	s.	d.
20 *school bursaries* of 5*l.*, with travelling expenses, for two (*or* three) years, tenable at secondary departments and awarded by competitive examination amongst those who have obtained merit certificates (estimated at an average of 8*l.* for two years) - - - - - -	320	0	0
4 *county bursaries* of 20*l.* for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools (20*l.* each for two years) - - - - - - -	160	0	0

The balance, after payment of the *expenses of the Committee*, to be applied for *grants for efficiency in the above-named schools*, viz. :—

To class "A" schools, 4*l.* *or* 2*l.* (according to efficiency) for each scholar above the first 20 in average attendance in the secondary department.

To class "B" schools, 2*l.* *or* 1*l.* (according to efficiency) for each ex-VI. Standard scholar in average attendance.

(These grants are to be expended in payments to the teaching staff giving higher instruction.)

Elgin County.

Grant for year ended 31*st March* 1895 = 727*l.* 18*s.* 5*d.*

Scheme approved on 16th April 1895.

Allocation of grant :—

1. *Direct subsidies* to central schools, on condition that free secondary education is given to children who obtain grants under heads 2 and 3, viz. :—

	£	£
Elgin Academy - - - - -	200	
Milne's Institution, Fochabers - - -	20	= 300
Forres Public School - - - -	40	
Grantown Public School - - - -	40	

2. (*a.*) *Free railway tickets* to enable children, in certain specified parishes, who have passed Standard VI. or obtained the lower certificate before reaching the ages of 12½ or 14½ years respectively, to attend the nearest central school for secondary education.

(*b.*) Two *bursaries* of 20*l.* and three of 10*l.* for children in certain specified parishes where railway tickets are not available, and two *bursaries* of 10*l.* for pupils in outlying districts = 90*l.*

3. *Free railway tickets* to pupils gaining the lower grade leaving certificate to enable them to attend central schools for the purpose of gaining higher grade certificates.

4. *Grants for merit and leaving certificates* (so far as funds permit), viz. :—

(*a.*) 1*l.* for each scholar who earns a merit certificate by the test of a language or mathematics.

(*b.*) 1*l.* for each lower grade leaving certificate earned by scholars who obtain not less than two such certificates (lower arithmetic excluded).

(*c.*) 4*l.* for each higher grade leaving certificate.

(*d.*) 6*l.* for each honours grade leaving certificate.

N.B.—The total amount paid to Elgin Academy under the scheme is not to exceed one half of the county's share of the grant.

Fife County.

Grant for year ended 31*st March* 1895 = 2,526*l.* 11*s.* 5*d.*

Scheme approved on 25th March 1895.

Allocation of grant :—

Grants to higher class schools :—

(a.) *Direct subsidies* to—

	£	£
Cupar Bell Baxter School	120	
Dunfermline High School	120	
Kirkcaldy High School	120	= 600
St. Andrew's, Madras College	120	
Anstruther Waid Academy	120	

(b.) *Capitation grants* to these schools of 6*l.* for each free scholar who has previously attended for three years at a State-aided school, has been presented in Standard VI. and passed an examination in the subjects of that standard, and proposes to follow the full curriculum of a secondary education.

[No school is to receive more than 300*l.* in all under (a.) and (b.).]

Grants to secondary departments which may be established at certain specified centres :—

(a.) *Direct subsidy* of 100*l.* to each.

(b.) *Capitation grant* of 1*l.* for each scholar (not to exceed 50*l.* to any one school).

Grants to State-aided schools providing higher education at specified centres.

Capitation grants of—

1*l.* for each scholar who passes Standard VI. and in the three stages of one or more secondary specific subject.

3*l.* for each scholar who remains at school at least one year after so passing and receives satisfactory secondary instruction.

If the capitation grant so earned shall, in the case of any school, fall below 40*l.*, the school shall receive that sum in lieu thereof.

Expenses of Committee, 50*l.*

Forfar County.

Grant for year ended 31st March 1895 = 1,720*l.* 14*s.*

Scheme approved on 21st December 1894.

Allocation of grant :—

I. *Grants to higher class public schools*, viz. :—
Arbroath High School.
Forfar Academy.
Montrose Academy.
Brechin High School, as follows :—
Annual grant to each of 250*l.* = 1,000*l.*
Additional grant (for first three years) of 50*l.* = 200*l.*
on condition that at least 25 free scholarships are provided in each school.

II. *Grants to secondary departments* in Broughty Ferry Grove Academy, and Kirriemuir Webster's Seminary :—
Annual grant of 100*l.* each = 200*l.*
Additional grant of 50*l.* (for first three years) = 100*l.*
on condition that at least 12 free scholarships are provided in each school.

III. *Capitation grants of* 3*l.* for pupils in State-aided day schools in the county who pass the third stage of a specific subject or the highest stage of a science subject under the Science and Art Department, or who remain at school and receive satisfactory secondary instruc-

tion for one year after so passing; and of 1*l.* for those who pass in the second stage of a specific subject. The subjects of agriculture and domestic economy are excluded.

(These grants during the first three years are *to be increased by* 1*l.*)

IV. *Expenses of Committee not exceeding* 40*l.*

GLASGOW BURGH.

Grant for year ended 31*st March* 1895 = 7,115*l.* 9*s.* 7*d.*

Scheme approved on 21st December 1894.

Allocation of grant :—

Grants to higher class schools and secondary departments of State-aided schools, conditional upon free scholarships for specified numbers of ex-VI. Standard scholars who have previously attended State-aided schools in the school board district of Glasgow, viz. :—

		£
Glasgow High School (boys) - -	60 free scholarships	1,620
Garnethill School (girls) - -	60 ,, ,,	900
Hutcheson's Grammar School (boys) -	30 ,, ,,	450
,, ,, ,, (girls) -	30 ,, ,,	450
Allan Glen's School (boys) - -	30 ,, ,,	450
Secondary departments in :—		
St. Aloysius' College (boys) - -	36 free scholarships in the four schools	180
St. Mungo's Academy (boys) - -		180
Convent School, Charlotte Street (girls) -		90
,, Garnethill (girls) -		90
City Public School -	(boys and girls) 150 free scholarships	2,200
John Street Public School		
Kent Road ,, ,,		
Whitehill ,, ,,		
Woodside ,, ,,		
		6,610

Grant to school board for higher instruction in evening classes = 450*l.*

Expenses of Committee = 55*l.* 9*s.* 7*d.*

GOVAN PARISH.

Grant for year ended 31*st March* 1895 = 2,133*l.* 17*s.* 4*d.*

Scheme approved on 27th December 1894.

Allocation of grant :—

Capitation grants to the following public schools :—

Govanhill Public School.
Fairfield Public School.
Albert Road Public School.
Bellahouston Academy Public School.
Hamilton Crescent Public School.
And to Hillhead Public School (on condition that the secondary department does not claim annual grants under the Code).

viz. :—

(*a.*) 4*l.* for free scholars receiving higher instruction who have passed Standard VI. and two stages of a specific subject, and previously attended at State-aided schools in the school board district of Govan.

(*b.*) 1*l.* for fee-paying scholars receiving higher instruction.

(*c.*) 15*s.* for each free scholar on condition that class-books are supplied free.

Grants under (*a.*) will not be paid for more than 400 scholars, nor for more than 500 under (*b.*)

Grant for promoting higher instruction in evening schools = 120*l.*

Grants to Roman Catholic Schools, viz.:—

(*a.*) 5*l.* 5*s.* in respect of not more than 28 ex-VI. Standard scholars in Roman Catholic schools in Govan, to enable them to obtain free higher education at Roman Catholic schools in Glasgow.

(*b.*) 15*s.* for each free scholar on condition that class-books are supplied free.

HADDINGTON COUNTY.

Grants for year ended 31*st March* 1895 656*l.* 16*s.* 2*d.*

Scheme approved on 27th December 1894.

Allocation of grant:—

Grants for building and equipment out of unexpended balance of grants for previous years:—

Haddington Knox Institute, 80*l.*; and 40*l.* for fittings and apparatus for the teaching of chemistry.

North Berwick High School, 200*l.* (on condition that two free places are provided, in perpetuity, for children from outside the parish).

Grants to higher class schools, viz.:—

North Berwick High School, 100*l.* (on condition that five free places are provided for children from outside the parish).

Haddington Knox Institute, 120*l.*

Capitation grants:—

In Knox Institute, for each free scholar admitted to the institute after having gained a merit certificate (with mathematics or a language), 5*l.*

In Knox Institute and State-aided schools:—

For each scholar gaining at least the lower grade leaving certificate in the three subjects of English, mathematics, and a language, 6*l.*

(1*l.* to be deducted for each subject in which the pupil fails to gain a certificate.)

In State-aided schools:—

For each scholar gaining the merit certificate with mathematics or a language, 2*l.*

INVERNESS COUNTY.

Grant for year ended 31*st March* 1895 = 1,298*l.* 1*s.* 7*d.*

Scheme approved on 29th April 1895.

Allocation of grant:—

1. *Grants for merit and leaving certificates:—*

1*l.* for each merit certificate, with mathematics or a language; and an additional grant of 1*l.* for each pass in the third stage of one of these subjects. (Estimate = 150*l.*)

2*l.* (or 3*l.* in schools outside Inverness Burgh) for each pupil gaining one or more lower grade leaving certificates (except arithmetic). (Estimate = 250*l.*)

4*l.* (or 5*l.* in schools outside Inverness Burgh) for each higher grade leaving certificate. (Estimate = 100*l.*)

5*l.* (or 6*l.* in schools outside Inverness Burgh) for each honours grade leaving certificate. (Estimate = 25*l.*)

2. *Bursaries:—*

(*a.*) *Ten school bursaries* of 10*l.* with free scholarships at Inverness Royal Academy, and 12 similar bursaries in connexion with the first 12 central schools mentioned below, tenable by children living three or more miles from such schools, who have obtained the merit certificate or passed an equivalent examination = 220*l.*

(*b.*) One *University Bursary* of 30*l.* tenable for three years = 30*l.*

3. *Direct subsidies to Central Schools* for secondary education:—

	£
Fort William Public School	40
Portree Public School	40
Dornoch Public School	40
Broadford Public School	40
Uig Public School	40
Sir Edward Scott Public School	40
Paible Public School	40
Clachnacuddin Public School	40
Beauly Public School	40
Aberarder Public School	40
Grantown Public School	40
Kingussie Public School	40
Secondary Department of Inverness Burgh High School	100
	580

4. *Expenses of Committee* = 20*l*.

Kincardine County.

Grant for year ended 31*st March* 1895 = 633*l*. 15*s*. 5*d*.

Scheme approved on 27th December 1894.

Allocation of grant:—

I. *Grant to higher class school*:—
Stonehaven, Mackie Academy = 200*l*.

II. *Grants for equipment and maintenance of secondary departments* at:—

	£
Laurencekirk Public School	100
Banchory-Ternan Central Public School	100
Fordoun Auchinblae Public School	50

III. *For free scholarships* of the annual value of 5*l*., tenable at higher class schools or secondary departments by scholars from State-aided schools, other than those receiving grants under heads I. and II., who are 12 years of age and have passed Standard VI. = 183*l*.

The balance for *expenses of the Committee* and for recommending grants or otherwise providing for secondary education in the county.

Kinross County.

Grant for year ended 31*st March* 1895 = 277*l*. 17*s*. 9*d*.

Scheme approved on 13th May 1895.

Allocation of grant:—

I. Bursaries of 12*l*. tenable for four years at secondary schools, and open for competition to children in State-aided schools who are under 15 years of age, and attain at the examination a standard equal to that required for the merit certificate. Five bursaries to be awarded each year = 240*l*.

II. Subject to the approval of the Department, a [illegible] may be given to the teachers of schools presenting successful candidates for the bursaries.

Kirkcudbright County.

Grant for year ended 31*st March* 1895 = 690*l*. 18*s*. 2*d*.

Scheme approved on 18th December 1894.

Allocation of grant :—

Grants to higher class schools :—

	£	£
Kirkcudbright Academy	125	
Dumfries Academy	50	200
Ewart and Douglas High Schools, Newton Stewart	25	

Further grants on condition of *free places*, viz. :—

	£
Kirkcudbright Academy, for 12 free places	84
Dumfries Academy, for 12 free places	84
Ewart and Douglas High Schools, for 6 free places	24
	192

(The free places are to be awarded to children who have attended two years at State-aided schools in the county and have passed a standard not higher than the fourth.)

Grants to secondary departments at :—

	£	£
Castle Douglas	90	165
Dalbeattie	75	

Capitation grants to State-aided schools, other than those mentioned above, on account of children passing in Standard VI. and in secondary specific subjects, or remaining at school for one year after so passing, not exceeding 4*l*., or 100*l*. in all.

Expenses of Committee = 34*l*.

Lanark County.

Grant for year ended 31*st March* 1895 = 4,692*l*. 6*s*. 8*d*.

Scheme approved on 14th December 1894.

Allocation of grant :—

Upper ward :—

(*a*.) *Grants to central schools*, viz. :—

	£	£
Lanark Grammar School	50	
Lesmahagow Public School	50	
Carluke, Market Place Public School	50	250
Biggar South or West Public School	50	
Douglas Public School	50	

(*b*.) *Capitation grants* not exceeding 2*l*. (and not to exceed 457*l*. *in all*) on the average attendance of ex-VI. Standard scholars receiving higher instruction in the above schools, and in Crawford Public School and Crawfordjohn Public School = 457*l*.

Middle ward :—

(*a*.) *Grants to central schools* :—

	£
Hamilton Academy (conditional on 50 free places)	180
St. John's School, Hamilton (conditional on 25 free places)	108
Avondale, Crosshill Public School	36
Cambusnethan Wishaw Public School	90
Larkhall Academy	36
Airdrie Academy (conditional on 50 free places)	135
Old Monkland, Coatbridge Public School	135
Bothwell, Uddingston Public School	90
Dalziel, Merry Street Public School	90
Cambuslang, West Coats Public School	90
Coatbridge, St. Augustine's Roman Catholic School	100
	1,090

(*b.*) *Capitation grants* to all State-aided schools of 1*l.* on average attendance of ex-VI. Standard scholars receiving higher instruction.

(*c.*) *Grants for leaving certificates* :—
For each pupil gaining one lower grade certificate, 10*s.*
For each pupil gaining two or more lower grade certificates, 30*s.*
For each pupil gaining one or more higher grade certificates, 4*l.*
For each pupil gaining one or more honours grade certificates, 6*l.*

The total amount of grants under (*b.*) and (*c.*) is not to exceed 1,902*l.*

Lower ward :—

Grants to central schools, viz. :—

	£
Maryhill, Eastpark Public School (conditional on 60 free places)	225
Rutherglen, Stonelaw Public School (conditional on 40 free places)	126
Shettleston Public School (conditional on 40 free places)	126
Lenzie Academy (conditional on 10 free places)	100
	577

For travelling expenses, and as far as possible for *free places*, for ex-VI. Standard scholars from the following parishes attending schools providing secondary education, viz. :—

	£
Springburn parish	36
Part of Cadder parish	50
Carmunnock parish	27
	113

For scholarships in higher class schools, open for competition amongst ex-VI. Standard scholars in the ward = 211*l.*

	£
Expenses of Committee	100

LEITH BURGH.

Grant for year ended 31*st March* 1895 = 1,039*l.* 14*s.* 3*d.*

Scheme approved on 10th January 1895.

Allocation of grant :—
Subsidies to secondary departments in—

	£	£	*s.*	*d.*
Craighall Road Public School	500			
Leith Academy	250	750	0	0
Bursaries at the above-named schools		150	0	0
Grant to evening school. For bursaries and maintenance of Leith Science College		100	0	0
Expenses of Committee		39	14	3
		1,039	14	3

LINLITHGOW COUNTY.

Grant for year ended 31*st March* 1895 = 854*l.* 5*s.*

Scheme approved on 7th May 1895.

Allocation of grant:—

A. *Grants to higher class school and secondary departments*, viz.:—

	£	£
(*a.*) To Linlithgow Academy (higher class school)	130	
(*b.*) To Bathgate Academy (secondary department)	130	390
„ B'oness Anderson Academy (secondary department)	130	

(*c.*) *Capitation grants* to the above schools of 3*l.* on average attendance of scholars who have passed Standard VI. or an equivalent examination and receive satisfactory instruction in secondary subjects (conditional on certain free places).

B. To all schools three or more miles distant from recognised secondary schools or departments:—

(*a.*) Grants of 7*s.* 6*d.*, 10*s.*, and 15*s.* for passes by *ex-VI. Standard scholars*, in the 1st, 2nd, or 3rd stages respectively, of not more than three specific subjects (exclusive of domestic economy, cookery, and laundry).

(*b.*) Grants of 4*s.*, 6*s.*, and 10*s.* for passes by *VI. Standard scholars*, in 1st, 2nd, or 3rd stages respectively, of not more than *two* specific subjects (excluding domestic economy, cookery, and laundry).

C. *Grants to Evening Schools:—*

A capitation grant of 8*s.* on the average attendance of pupils at evening continuation schools receiving satisfactory instruction in secondary subjects.

Nairn County.

Grant for year ended 31st March 1895 = 304*l.* 1*s.* 7*d.*

Scheme approved on 8th March 1895.

Allocation of grant:—

After payment of *Committee's expenses* the whole grant to go to *Nairn Rose's Academical Institution*, on condition that all pupils in State-aided schools in the county who pass Standard VI. before attaining 13 years of age, or obtain merit certificates before they are 15 years of age, shall be entitled to free education in the Academy.

Orkney County.

Grant for year ended 31st March 1895 = 572*l.* 3*s.* 9*d.*

Scheme approved on 14th June 1895.

Allocation of Grant:—

Expenses of Committee, 88*l.*

Grants to Secondary Departments in:—

	£
Kirkwall (Burgh) Public School	130
Stromness Public School	80
	210

Bursaries of 10*l.* or 20*l.* per annum, tenable for three years at the above-named Secondary Departments.

Peebles County.

Grant for year ended 31st March 1895 = 379*l.* 18*s.* 6*d.*

Scheme approved on 21st December 1894.

Allocation of grant:—

To higher class school, viz.:—

Peebles, Bonnington Park School, 350*l.*

Capitation grants to West Linton Public School, not exceeding 15*l.* in *all*, of:—

1*l.* for passes in Standard VI. and three stages of a secondary specific subject.

3*l.* for scholars remaining at school for one year after so passing.

The remainder to be held over for the *Committee's expenses*, &c., and any balance in hand to be added to the grant to Peebles.

PERTH COUNTY.

Grant for year ended 31*st March* 1895 = 1,703*l.* 7*s.* 2*d.*

Scheme approved on 1st November 1894.

Allocation of grant:—

(1.) Grants to *higher class schools*, viz.:—

	£	£
(*a.*) Direct subsidies:—		
Perth Academy - - - -	200	590
Perth, Sharp's Institution - - -	120	
Crieff, Morrison's Academy - - -	150	
Callander, M'Laren High School - -	120	

(*b.*) *Capitation grants of* 2*l.* on scholars in the above schools who are over 13, and having previously passed Standard VI. or an equivalent examination, and have in regular attendance throughout the year, pass a prescribed examination.

(2.) *Grants to secondary departments* at—

Dunkeld Royal School.
Aberfeldy Public School.
Blairgowrie Public School.
Alyth Public School; viz.:—

(*a.*) *Capitation grants of* 2*l.* per pupil in average attendance.

(*b.*) A sum of 2*l.* for each pupil passing the second or some higher stage of two secondary subjects.

(3.) *Grants for higher education in certain State-aided schools*, viz.:—

A grant of 2*l.* on account of each scholar who, besides passing in Standard VI., passes in at least the second stage of some secondary specific subject.

RENFREW COUNTY.

Grant for year ended 31*st March* 1895 = 3,208*l.* 6*s.* 2*d.*

Scheme approved on 27th December 1894.

Allocation of grant:—

Grants to higher class schools:—	£
Paisley Grammar School (on condition of 100 free places) -	700
Greenock Academy (,, ,, ,, 100 ,, ,,) -	700
For free places in higher class schools in Glasgow or elsewhere, not exceeding - - - - -	120
For free places in Beith Spier's School, not exceeding -	120
	1,640

The free places are allocated amongst various localities, and will be competed for by ex-VI. Standard scholars. Roman Catholic children gaining free places may attend at Roman Catholic schools in Glasgow, and will receive travelling expenses.

Grants to secondary departments :—

	£
Paisley, John Neilson Institution (on condition of 20 free places for pupils from outside the burgh)	250
Greenock, Holmscroft Public School (no fees to be charged)	250
Cathcart, Queen's Park Public School (no fees to be charged)	250
	750

For higher education in State-aided schools at the following additional centres, at which no fees are to be charged, and pupils from other districts will be entitled to attend, viz. :—

Kilmalcolm,
Pollokshaws,
Johnstone,
Port Glasgow,
Renfrew Burgh,
Barrhead,
Mearns,
} 120*l.* each = 840*l.*

For *travelling expenses of free scholars* = 200*l.*
Expenses of Committee = 50*l.*

Ross and Cromarty County.

Grant for year ended 31*st March* 1895 = 1,162*l.* 3*s.* 5*d.*
Scheme approved on 18th December 1894.

Allocation of grant :—

1. *Grants for merit and leaving certificates :—*

	£
1*l.* for each *merit certificate*, with mathematics or a language, and an additional grant of 1*l.* for each pass in the third stage of one of these subjects	(estimate = 150)
2*l.* for each pupil gaining one or more *lower grade leaving certificate* (except arithmetic)	(estimate = 260)
3*l.* for each *higher grade leaving certificate*	(estimate = 80)
5*l.* for each *honours grade leaving certificate*	(estimate = 15)

2. *Bursaries.*

(*a.*) Ten school bursaries of 5*l.*, tenable with free scholarships at the central schools mentioned below, by children living three or more miles from a central school who have obtained the merit certificate or passed an equivalent examination = 50*l.*

(*b.*) One University bursary of 25*l.*, tenable for three years = 25*l.*

3. *Direct subsidies to central schools for additions to staff, equipment, school bursaries, &c. :—*

	£
Tain Royal Academy	50
Invergordon Public School	50
Dingwall Public School	50
Cromarty Public School	50
Fortrose Academy	50
Ullapool Public School	50
Auchtercairn Public School	50
Plockton Public School	50
Stornoway Nicolson Public School	150
	550

4. *Special grants* to above-named schools, towards cost of approved expenditure, subsequent to 1st May 1893, for purposes of secondary education, in same proportion as under head 3 = 200*l.*

5. *Expenses of Committee* = 30*l.*

ROXBURGH COUNTY.

Grant for year ended 31*st March* 1895 = 850*l.* 0*s.* 5*d.*

Scheme approved on 15th October 1894.

Allocation of grant:—

1. To higher class schools at Hawick and Kelso:—
   (*a.*) *Fixed subsidies*:—

	£	£
Hawick	200	350
Kelso	150	

   (*b.*) *Capitation grant*, on average attendance of scholars in these schools, of 1*l.*
   (*c.*) *Free scholarships* of 3*l.* entitling the holder to free education in these schools, viz.:—

	£
20 at Hawick 10 at Kelso	= 90

2. To secondary department at Jedburgh:—
   A direct subsidy of 100*l.*
3. The surplus to be applied:—
   (*a.*) To expenses of the Committee.
   (*b.*) Towards the travelling expenses of scholars attending the higher class schools.

SELKIRK COUNTY.

Grant for year ended 31*st March* 1895 = 538*l.* 10*s.* 9*d.*

Scheme approved (in part) on 4th March 1895.

Allocation of grant:—

	£
Expenses of Committee	22
Payments to rural school boards for the furtherance of secondary education, in their districts, viz.:—	
Ashkirk	25
Kirkhope	25
Yarrow	25
	£75

Of the residue two thirds is to go to the Burgh School Board of *Galashiels*, to be applied towards the maintenance of their *higher class school* = 294*l.* 7*s.* 2*d.*

The remaining one-third (147*l.* 3*s.* 7*d.*), allocated to the governors of the Scott and Oliver Trust, towards the establishment of a higher class school in Selkirk, is held over by the Department until more definite proposals can be submitted.

SHETLAND COUNTY.

Grant for year ended 31*st March* 1895 = 550*l.* 17*s.* 11*d.*

Scheme approved on 21st December 1894.

Allocation of grant:—

1. *For* eight *bursaries* of 5*l.* and eight of 20*l.* tenable, with free education, at Lerwick Secondary School = 200*l.*

(The 20*l.* bursaries are not open to children living within three miles of Lerwick.)

II. *Capitation grants to State-aided schools* :—

For each scholar passing in Standard VI. and three stages of a secondary specific subject, or obtaining a merit certificate, 3*l.*

For each scholar who, after passing as above, remains one year at school, and receives satisfactory instruction in secondary subjects, 3*l.*

III. The residue, after meeting the *expenses of the Committee*, to go to the School Board of Lerwick on condition that a secondary school be established and free education be provided therein for all bursars, and all children over 13 who have passed Standard VI. in the county.

Stirling County.

Grant for year ended 31*st March* 1895 = 1,636*l.* 8*s.* 2*d.*

Scheme approved on 13th February 1895.

Allocation of grant :—

1. *Grants to higher class schools* at Stirling and Falkirk, 200*l.* each.
2. *Capitation grants* of 1*l.* on the average attendance of scholars who having passed an examination equivalent to Standard VI. have received satisfactory instruction in secondary subjects in *higher class or State-aided schools.*
3. *Grants for leaving certificates* :—

   2*l.* for each scholar gaining one or more lower grade certificates (except arithmetic).

   4*l.* for each scholar gaining one or more higher grade certificates (except arithmetic).

   5*l.* for each scholar gaining one or more honours certificates.

If the amount available proves insufficient, the grants under heads 1 and 3 will be proportionately reduced.

Sutherland County.

Grant for year ended 31*st March* 1895 = 467*l.* 12*s.* 1*d.*

Scheme approved on 27th December 1894.

Allocation of grant :—

To each school providing efficient secondary instruction :—

(1.) A direct subsidy of 25*l.*

(2.) *Capitation grants* of 1*l.* on the number of ex-VI. Standard scholars in average attendance.

(3.) Grants under *one* of the following heads :—

(*a.*) 1*l.* for each scholar passing the 3*rd stage of a secondary subject.*

(*b.*) 2*l.* for each scholar who obtains one or more *leaving certificates* of the *lower grade*, other than in arithmetic.

(*c.*) 2*l.* for each scholar who obtains a higher grade leaving certificate in arithmetic.

(*d.*) 4*l.* for each scholar who obtains one or more higher grade leaving certificates in subjects other than arithmetic.

Wigtown County.

Grant for year ended 31*st March* 1895 = 638*l.* 10*s.* 3*d.*

Scheme approved on 27th April 1895.

Allocation of grant:—

(*a.*) *To higher class schools:—*

	£
To Stranraer High School, 168*l.*; and 80*l.* on condition that 20 free places are provided for children who have passed Standard IV. - - - - -	248
To Ewart and Douglas High Schools, Newton Stewart, 40*l.*; and 60*l.* on condition that 15 free places are provided for children who have passed Standard IV - - -	100
	348

(*b.*) *To secondary departments* at—

	£	£
Wigtown Burgh and Parish Public School - -	78	=156
Whithorn Principal Public School - - -	78	

(*c.*) *For capitation grants* of 4*l.* (or less) on account of scholars in State-aided schools, other than those getting grants under head (*b.*), who pass in Standard VI., and the 2nd or 3rd stages of one or more secondary specific subjects, or who remain one year at school after so passing.

The school boards of Kirkmaiden and Mochrum are to receive an additional grant, not exceeding 15*l.*, at the rate of 5*l.* per scholar on account of whom they claim grants under this head.

The total grant under this head is not to exceed 142*l.*

(*d.*) *Expenses of Committee*, 20*l.*

APPENDIX.

PART I.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1891; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.

2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.

3. *Insular parishes* are *printed in italic*.

4. The *counties* are arranged in alphabetical order. The figures in brackets [ ] indicate the number of School Boards in each county.

SCOTLAND.

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen - - -	284,036	22	Kirkcudbright -	40,167	20
Argyll - - -	74,577	46	Lanark - -	1,090,644	69
Ayr - - -	225,307	51	Linlithgow - -	53,562	13
Banff - - -	61,980	25	Nairn - - -	8,516	5
Berwick - - -	32,604	32	Orkney - - -	30,453	19
Bute - -	18,404	6	Peebles - - -	14,722	13
Caithness - - -	37,177	12	Perth - - -	125,008	80
Clackmannan - -	33,030	6	Renfrew - - -	246,146	26
Dumbarton - -	98,092	14	Ross - -	78,727	35
Dumfries - -	74,245	45	Roxburgh - -	53,186	22
Edinburgh - -	453,502	33	Selkirk - - -	27,700	9
Elgin - -	43,175	21	Shetland - - -	28,711	12
Fife - - -	199,365	70	Stirling - - -	117,530	26
Forfar - - -	277,735	60	Sutherland - -	21,986	15
Haddington - -	37,377	26	Wigtown - - -	35,880	18
Inverness - -	90,268	37	Totals - - -	4,025,647	878
Kincardine - -	35,492	19			
Kinross - - -	6,373	5			

LIST.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[92.] ABERDEEN.	284,036		1873.		
ABERDEEN (Burgh) -	110,541	15	29 Mar.	T. Hector -	31, King Street, Aberdeen.
Aberdour - -	1,737	5	4 Apr.	R. Greig -	New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,403	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne, Aberdeen.
Alford - - -	1,402	5	18 Mar.	J. Reid -	Alford, Aberdeen.
Ardallie - -	1,220	5	2 Apr.	J. H. Brown -	North of Scotland Bank, Ellon.
Auchindoir and Kearn	1,374	5	24 Mar.	J. Paterson, jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,698	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless, Turriff.
Belhelvie - -	1,613	7	15 „	R. Rae - -	Balmedie Village, Belhelvie, Aberdeen.
Birse - - -	1,154	5	19 „	J. Cassie -	Marywell, Birse, Aboyne.
Bourtie - -	454	5	19 „	W. Moir, jun. -	Shadowside, Bourtie, Aberdeen.
Cairney - -	1,399	5	11 „	J. Wilson -	Bogmoor, Cairney, Huntly.
Chapel of Garioch -	1,596	7	5 „	W. Reid -	Pitcaple, Aberdeen.
Clatt - - -	458	5	10 „	J. Petrie -	Hardgate Clatt, Kennethmont Aberdeenshire.
Cluny - - -	1,196	5	16 May	J. J. I. Middleton (int.)	Sauchen, Cluny, Aberdeen.
Coull - - -	444	5	29 Mar.	W. Kennedy -	Springbank, Coull, Tarland, Aberdeen.
Crathie and Braemar -	1,524	5	19 Apr.	W. Michie -	Tillochcoy, Inver, Ballater, Aberdeenshire.
Crimond - -	825	5	12 „	W. Clubb, senr.	Crimond, Peterhead.
Cruden - -	3,154	7	29 Mar.	A. Bruce -	Cruden, Ellon.
Culsalmond - -	791	5	20 „	W. Alexander -	Glenniston, Insch.
Daviot - - -	671	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum.
Drumblade - -	956	5	14 „	W. Leslie -	Castle Street, Huntly.
Drumoak - -	869	5	8 „	W. Ross -	Drumoak, Aberdeen.
Dyce - - -	1,343	5	24 Mar.	R. D. Williamson	Bendauch, Kinaldie, Aberdeen.
Echt - - -	1,207	5	10 May	J. Shewan -	Easter Culfosie, Echt, Aberdeen.
Ellon - - -	3,194	7	8 Apr.	J. H. Brown -	North of Scotland Bank, Ellon.
Fintray - -	999	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.
Forgue - -	1,258	5	5 Apr.	G. Winton -	Kirkton Cottage, Forgue, Huntly.
Foveran - -	1,945	7	19 „	L. Tait - -	Old Mill, Foveran, Newburgh, Aberdeen.
Fraserburgh (including Town).	8,092	7	15 „	A. Johnston -	Saltoun Square, Fraserburgh.
Fyvie - - -	2,993	9	13 Mar.	W. Mackie -	Lewes, Fyvie, Aberdeenshire.
Gartly - - -	928	5	17 Apr.	W. Grant -	Faichhill, Gartly.
Glass - - -	964	5	10 „	T. Gauld -	Blairmore Cottage, Glass, Huntly, Aberdeen.
Glenbucket - -	408	5	24 Mar.	J. Forbes -	Tombreck, Bridge of Bucket, Aberdeen.
Glengairn - -	406	5	12 Apr.	J. Abercrombie	Gearick, Mieras, Ballater, Aberdeen.
Glenmuick and Tullich	1,903	5	5 „	J. Simpson -	Union Bank of Scotland, Ballater.
Huntly (including Town)	4,583	9	10 „	W. Leslie -	11, Castle Street, Huntly.
Insch - - -	1,384	5	14 Mar.	A. Henderson -	Insch.
Inverurie (incl. Burgh)	2,954	7	13 „	J. Munro -	41, Market Place, Inveruric.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Keig - - -	748	5	3 Apr.	C. McKintosh -	Pittendreigh, Keig, Aberdeen.
Keithhall and Kinkell -	822	5	1 ,,	J. McGlashan -	Keithhall, Inverurie.
Kemnay - -	1,799	5	22 ,,	A. Whyte -	Kemnay, Aberdeen.
Kennethmont - -	932	5	4 ,,	J. Reid -	New Flinder, Kennethmont, Aberdeenshire.
Kildrummy - -	569	5	22 ,,	G. B. Watt -	Honeybarrel, Kildrummy, Aberdeen.
Kincardine O'Neil -	1,880	5	28 ,,	D. Anderson -	Torphins, Aberdeen.
King Edward - -	982	5	29 Mar.	P. Duncan -	Balchars, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer, and Longside).	987	5	*	J. Simpson -	Kininmonth, Mintlaw.
Kinnellar - -	580	5	15 Sept. †	N. Smith -	Blackburn, Aberdeenshire.
Kintore (including Burgh).	2,409	5	1 ,,	J. C. Innes -	Kintore, Aberdeenshire.
Leochel-Cushnie -	1,448	7	27 Mar.	P. R. D. Williams	Milton of Cushnie, Alford.
Leslie - - -	461	5	4 Apr.	W. Ingram -	Leslie, Insch.
Logie-Buchan -	763	5	5 ,,	J. H. Brown -	North of Scotland Bank, Ellon.
Logie-Coldstone -	938	5	31 Mar.	A. Farquharson	Loanhead, Logie-Coldstone, Tarland, Aberdeen.
Longside - -	2,966	7	19 Apr.	G. Davidson -	Longside, Aberdeen.
Lonmay - -	1,710	5	19 ,,	J. W. Forbes -	Lonmay, Aberdeenshire.
Lumphanan - -	992	5	26 ,,	G. Spark -	Faburn, Lumphanan, Aberdeen.
Meldrum - -	2,019	7	9 ,,	A. S. Wilson -	North of Scotland Bank, Old Meldrum, Aberdeenshire.
Methlick - -	1,905	5	7 ,,	J. Allan -	Methlick, Aberdeen.
Midmar - -	1,081	5	10 May	J. Stephen -	Midmar, Aberdeen.
Millbrex - -	1,291	5	16 Apr.	W. Mackie -	Fyvie, Aberdeenshire.
Monquhitter - -	2,220	7	20 Mar.	W. Smith -	Thornhill, Monquhitter.
Monymusk - -	1,025	5	27 ,,	W. L. Chivas -	Nether Inver, Monymusk, Aberdeen.
New Byth - -	1,847	7	12 Apr.	A. Henderson -	New Byth, Turriff.
New Deer - -	3,631	7	8 ,,	G. Lawrence -	New Deer, Aberdeen.
Newhills - -	5,526	7	19 ,,	Rev. J. Wiseman	Buxburn, Aberdeen.
New Machar - -	1,432	7	3 ,,	W. Johnston -	Mill of Pinkie, Summerhill, Aberdeen.
New Pitsligo - -	2,436	7	29 Mar.	W. Stewart -	New Pitsligo, Aberdeen.
Old Deer - -	3,395	7	12 Apr.	J. F. Ingram -	Old Deer, Mintlaw Station.
Old Machar - -	12,786	5	19 ,,	A. Webster -	71, King Street, Aberdeen.
Oyne - - -	883	5	31 Mar.	W. Home -	Newton of Ardoyne, Insch.
Peterculter - -	3,629	7	26 Apr.	J. R. Chalmers	183(*a*), Union Street, Aberdeen.
PETERHEAD (Burgh) -	12,226	9	14 ,,	R. Maitland -	Peterhead.
Peterhead (Landward)	3,604	7	10 May	R. Maitland -	Peterhead.
Pitsligo - -	2,290	5	5 July	C. Stevenson -	Union Bank of Scotland, Rosehearty, Fraserburgh.
Premnay - -	930	5	15 Mar.	J. Smith -	Westfield, Premnay, Insch.
Rathen - -	2,627	7	3 May	J. Stewart -	North of Scotland Bank, Strichen, Aberdeen.
Rayne - - -	1,225	5	11 Mar.	G. Shewan -	Lochead, by Wartle.
Rhynie - -	1,043	5	9 Apr.	J. Roger -	Rhynie, Aberdeenshire.
St. Fergus - -	1,318	5	10 ,,	A. Greig -	Netherhill, St. Fergus, Peterhead.
Savoch - -	1,891	5	7 ,,	G. Knox -	Auchnagatt, Ellon.
Skene - - -	1,673	5	3 ,,	J. Wyness -	Skene, Aberdeen.
Slains - - -	1,279	5	17 ,,	J. Sangster -	Slains, Ellon.

* 18th April 1874. † Date of nomination by Board of Education, no election having taken place. Date originally fixed, 22nd March.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*	..		1873.		
Strathdon - -	1,220	5	10 Mar.	A. Kellas -	Mains of Glencarvie, Strathdon, Aberdeen.
Strichen - -	2,246	5	19 Apr.	W. Cheyne -	77, High Street, Fraserburgh.
Tarland - -	736	5	2 „	W. Thomson -	Tarland, Aberdeen.
Tarves - -	2,196	5	4 „	J. Anderson -	Tarves, Aberdeen.
Tough - - -	675	5	19 „	J. Davidson -	Whitehouse, Aberdeen.
Towie - -	939	5	11 Mar.	A. Ingram -	Sinnahard, Aberdeen.
Tullynessle and Forbes	975	5	17 „	J. Lawson -	Scotsmill, Tullynessle, Alford, Aberdeen.
Turriff - -	4,253	7	12 Apr.	W. F. Stewart -	Solicitor, High Street, Turriff.
Tyrie - - -	795	5	19 „	A. Johnstone -	Fraserburgh.
Udny - - -	1,677	5	5 „	T. Duguid -	Mosshead, Udny, Aberdeen.
Ythan Wells - -	1,136	5	3 May	J. Stephen -	Templand Cottage, Auchterless, Turriff.
[46.] ARGYLL.	74,577				
Acharacle - -	1,148	7	25 June	A. D. Gillies -	Laga, Salen, Ardgour, Argyllshire.
Ardchattan and Muckairn.	1,975	5	8 May 1895.	A. M. Sinclair -	Taynuilt, Argyllshire.
Ardgour - -	689	5	24Apr. 1873.	D. J. Maclachlan	Ardgour, Argyllshire.
Ardnamurchan -	775	5	18 June	A. D. McKenzie	Swordle, Ardnamurchan, Oban
CAMPBELTOWN (Burgh)	8,291	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,969	5	4 Apr.	J. Lothian -	Argyll Street, Campbeltown.
Coll - - -	522	5	17 „	Rev. N. McDougall.	Coll, Oban.
Colonsay and Oronsay	381	5	15 Sept.*	A. McNeill -	Colonsay, Greenock.
Craignish - -	389	5	19 Apr.	T. Kay -	Craignish, Argyll.
Cumlodden - -	688	5	29 July	G. Ferguson -	Pennymore, Furnace, Argyllshire.
Dunoon and Kilmun -	8,683	9	12 Apr.	D. Anderson -	Victoria House, Dunoon.
Gigha and Cara -	401	5	3 „	J. C. Greenbank	Ardlany, Gigha, Greenock.
Glassary - -	1,256	5	15 Mar.	D. MacLachlan	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,261	5	26 „	A. Henderson -	Inveraray.
Glenorchy and Inishail	1,641	7	13 May	A. M. Sinclair -	Taynuilt, Argyllshire.
Inveraray (Burgh), united to Glenaray.	—		—	——	——
Inverchaolain - -	359	5	18 Apr.	Captain E. P. Campbell.	68, Northumberland Street, Edinburgh.
Jura - - -	724	5	25 Mar.	J. McGillivray	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,574	5	8 May	A. Cowan -	Easdale, Oban.
Kilcalmonell - -	502	5	15 July	A. McDougall -	Tarbert, Greenock.
Kilchoman - -	2,697	7	2 Apr.	M. McTaggart -	Bowmore, Islay.
Kilchrenan and Dalavich	415	5	18 „	D. McIntyre -	Kilchrenan by Dalmally Argyllshire.
Kildalton - -	2,027	5	26 „	D. McKenzie -	Port Ellen, Greenock.
Kilfinan - -	2,074	5	12 Mar.	D. Kerr -	Tigh-na-bruaich. Greenock.
Kilfinichen and Kilvickeon.	1,745	5	12 May	A. McGregor -	Kilfinichen, Bunessan, Argyll.
Killarrow and Kilmeny	2,660	7	26 Mar.	M. Mactaggart -	Bowmore, Greenock.
Killean and Kilchenzie	1,293	5	8 Apr.	C. Mackinven -	Gallowhill, Campbeltown.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont*			1873.		
Kilmartin - -	695	5	21 Mar.	J. McKinnell -	Kilmartin, Lochgilphead.
Kilmadan - -	351	5	28 „	J. Maclaines -	Glenaray, Greenock.
Kilmore and Kilbride (exclusive of Burgh of Oban).	783	5	6 May	D. MacGregor -	Helenslee, Oban.
Kilninian and Kilmore	2,182	7	8 Apr.	W. Sproat -	Tobermory, Oban.
Kilninver and Kilmelford.	407	5	5 May	J. Grimes -	Barnacarry, Kilninver, Oban
Lismore and Appin -	3,135	7	9 „	D. Macintyre -	Port Appin, Oban.
Lochgilphead - -	3,458	7	11 Mar.	A. Mac Ewan -	Lochgilphead.
Lochgilphead and Kilmorich.	787	5	28 Apr.	R. Brown -	139, St. Vincent Street, Glasgow.
Morvern - -	749	5	8 „	J. F. McLaren -	22, George Street, Oban.
North Knapdale -	867	5	2 May	H. McDiarmid -	North Knapdale, Lochgilphead.
OBAN (Burgh) -	4,946	5	14 Mar.	M. B. Lawrence	Oban.
Saddell and Skipness -	1,156	5	14 May	J. McKinven -	Carradale, Greenock.
Salen - - -	521	5	2 July	J. MacLachlan -	Tobermory, Oban.
Southend - -	844	5	8 Apr.	J. Lothian -	Argyll Street, Campbeltown.
South Knapdale -	851	7	25 „	D. MacLachlan -	Lochgilphead.
Stralachlan & Strachur	748	5	15 Sept.*	A. Weir -	Ardendarroch Cottage, Strachur, St. Catharine's, Argyllshire.
Strontian - -	674	5	18 July	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Tarbert - -	2,204	5	8 „	A. McDougall -	Tarbert, Greenock.
Toresay - -	628	5	13 May	J. F. McLaren -	22, George Street, Oban.
Tyree - -	2,452	7	28 Mar.	A. McLean -	Tyree, Oban.
[51.] AYR.	225,307				
Alloway - -	935	5	23 Mar.	D. Gray† -	Alloway, Ayr.
Ardrossan - -	9,880	7	5 Apr.	J. Cook „ -	Town Clerk's Office, Ardrossan.
Auchinleck - -	6,103	7	14 Mar.	D. Smith -	Auchinleck, Cumnock.
AYR (Burgh) - -	24,944	9	10 May	T. Gemmell -	Ayr.
Ayr (Landward) -	801	5	30 Oct.‡	D. Gray -	Alloway, Ayr.
Ballantrae - -	1,268	5	8 May	J. Wason -	Ballantrae, Girvan.
Barr - - -	549	5	12 Apr.	Rev. J. Angus (Convr.)	F. C. Manse, Barr, Girvan.
Beith - - -	7,126	7	11 „	A. Stewart -	Beith.
Colmonell - -	1,900	5	23 „	G. Rowan -	Barrachmorrie, Girvan.
Coylton - -	2,667	7	26 „	J. Smith -	Coylton, Ayr.
Craigie - -	552	5	17 May	A. McFarlane -	Craigie, Kilmarnock.
Crosshill - -	1,178	5	18 Apr.	W. Dickie -	Kirkmichael Schools, Crosshill, Maybole.
Dailly - - -	1,830	5	22 Mar.	W. G. Wilson -	Drapplarrie, Maybole.
Dalmellington -	5,034	7	26 „	A. S. Glass -	Dalmellington, Ayrshire.
Dalry - - -	8,164	9	29 Apr.	A. Cowrie -	Dalry, Ayrshire.
Dalrymple - -	1,338	5	8 „	W. Clark -	Dalrymple, Ayr.
Dreghorn - -	4,057	7	8 „	N. Auld -	Backhouse, Kilmarnock.
Dundonald - -	5,015	7	5 „	H. Mac. Highet	Irvine.
Dunure - -	1,110	5	18 Mar.	J. Stevenson -	Dunure, Stevenston, Ayrshire.
Fenwick - -	1,667	5	25 „	J. Paxton -	Kirkton, Fenwick, Ayrshire.
Galston - -	6,408	7	22 „	R. Barr -	British Linen Company Bank Galston, Kilmarnock.
GIRVAN (Town) -	3,302	7	18 Apr.	W. Murray -	Girvan.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

† Also clerk to combined Board of Alloway and Ayr (Landward).

‡ Date of nomination by Board of Education, no election having taken place. No date fixed.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Girvan (Landward) -	1,604	5	18 Apr.	A. Dunlop -	Royal Bank of Scotland, Girvan.
IRVINE (Burgh) -	9,086	7	27 Mar.	W. C. Wilson -	Irvine.
Irvine (Landward) -	1,585	5	14 Apr.	H. McG. Highet	Irvine.
Kilbirnie - -	5,468	7	29 Mar.	E. Allan -	BridgeStreet, Kilbirnie, Ayrshire.
KILMARNOCK (Burgh)	28,447	9	15 „	J. P. Stevenson -	Kilmarnock.
Kilmarnock (Landward)	1,828	7	21 „	J. P. Stevenson -	Kilmarnock.
Kilmaurs - -	4,453	7	10 Apr.	D. Carruthers -	Market Lane, Kilmarnock.
*Kilwinning - -	7,007	7	10 „	R. C. King -	Commercial Bank, Kilwinning.
				D. Stevenson, *Depute Clerk.*	20, Howgate, Kilwinning.
Kirkmichael - -	900	5	17 „	W. Dunn -	Glastron, Dalrymple, Ayr.
Kirkoswald - -	1,450	5	19 „	A. Herron -	Corrieston, Kirkoswald, Maybole.
Largs - -	4,241	7	20 Mar.	J. Fleck -	Largs, Greenock.
Loudoun - -	6,379	7	14 „	A. Cameron -	Newmilns, Kilmarnock.
Mauchline - -	2,339	5	15 „	W. McMillan -	Mauchline.
Maybole (combined District).	7,201	7	5 & 12 Apr.	J. Gilmour -	Cassilis Road, Maybole.
Monkton and Prestwick	2,608	5	19 Apr.	H. Boyd, jun. -	Prestwick, Ayrshire.
Muirkirk - -	5,165	7	29 Mar.	R. A. Leslie -	Wellwood Street, Muirkirk.
New Cumnock -	4,419	7	22 „	A. Moodie -	Pathhead, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree - -	1,910	5	29 Mar.	A. Urquhart -	Ochiltree, Cumnock.
Old Cumnock -	4,811	7	27 „	A. Brakenridge -	Glaisnock Street, Cumnock.
Riccarton - -	5,010	7	29 „	J. D. Macintosh	Grange Place, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr, Landward).	1,138	5	10 May	J. Meikle -	St. Quivox, Ayr.
SORN - - -	3,919	7	5 Apr.	R. B. Conner -	Catrine, Mauchline.
Stair - - -	1,289	5	3 „	J. Borland (int.)	4, India Street, Kilmarnock.
Stevenston - -	6,209	7	12 „	J. Dickie -	Stevenston, Ayrshire.
*Stewarton - -	3,804	7	2 „	J. Love -	Stewarton, Ayrshire.
Straiton - -	1,060	5	29 Mar.	H. McFadzean -	Straiton, Maybole.
Symington - -	621	5	28 „	J. Currie -	Symington, Kilmarnock.
Tarbolton - -	3,586	7	14 Apr.	J. Crawford -	Tarbolton, Ayrshire.
West Kilbride -	2,302	5	2 „	G. McNee -	Gateside, West Kilbride, Greenock.
[25.] BANFF.	61,980				
Aberlour - -	2,072	5	8 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
Alvah - -	1,292	5	26 „	F. W. Runcie -	Bruntbrae, Alvah, Banff.
BANFF (Burgh) -	3,876	9	31 Mar.	J. A. Badenoch	High Street, Banff.
Banff (including Q.S. Par. of Ord, united under § 17), (Landward).	1,315	5	19 Apr.	W. Joss -	Blairshinnoch, Banff.
Boharm - -	1,266	5	17 „	Thurburn and Fleming.	Moss Street, Keith.
Botriphnie - -	729	5	3 May	Thurburn and Fleming.	Moss Street, Keith.
Boyndie - -	1,928	5	25 Apr.	J. McCulloch -	Whitehills, Banff.
Buckie (included in Rathven).	—	—	—	——	——
Cabrach - -	646	5	12 Apr.	J. S. Craig -	Dufftown, Banffshire.
Cullen - -	2,319	7	26 „	A. Sim -	Cullen, Fochabers.
Deskford - -	745	5	7 May	A. Morrison -	Berryhillock, Deskford, Cullen, Banffshire.

* Auchentiber Combination—R. C. King, Kilwinning, Clerk.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BANFF—*cont.*			1873.		
Fozie - - -	2,460	5	13 May	A. J. Taylor -	Post Office, Fraze, Banffshire.
Fordyce - -	4,268	7	16 Apr.	W. Ingram -	Portsoy, Banffshire.
Forglen - -	714	5	31 Mar.	J. L. Keith -	Turriff.
Gamrie - -	7,003	9	21 Apr.	A. George -	Town Clerk's Office, Macduff, Banffshire.
Glenrinnes - -	374	5	17 Mar.	Rev. C. Bruce -	Glenrinnes, Dufftown, Banffshire.
Grange - -	1,685	5	12 Apr.	J. Clarke -	Croftgib, Grange, Keith.
Inveravon - -	2,319	7	31 Mar.	W. Phimister -	Drumin, Ballindalloch, Banffshire.
Inverkeithny - -	826	5	19 Apr.	P. Chapman -	Fortrie, Turriff.
Keith - - -	6,704	7	5 „	Thurburn and Fleming.	Moss Street, Keith.
Kirkmichael - -	1,043	5	10 „	A. Innes -	Bridge of Avon, Tomintoul, Ballindalloch, Banffshire.
Marnoch - -	2,906	7	26 „	W. Smith -	36, Main Street, Aberchirder, Banff.
Mortlach - -	2,754	7	12 „	A. Walkinshaw	North of Scotland Bank, Dufftown, Banffshire.
Ordiquhill - -	684	5	15 Sept.*	A. Gray -	Mill of Park, Ordiquhill, Banff.
Rathven (incl. Buckie)	10,761	9	15 Apr.	J. Macdonald -	Cluny Square, Buckie.
Rothiemay - -	1,291	5	21 „	A. Thurburn -	Mid Street, Keith.
[32.] BERWICK.	32,604				
Abbey St. Bathan's -	246	5	22 Mar.	W. Moyes -	Abbey St. Bathan's, Granshouse, Berwickshire.
Ayton - - -	1,827	5	13 „	T. Thompson -	Ayton.
Berwick and Preston -	672	5	25 Apr.	G. Mason -	Bankle, Edrom, Berwickshire.
Channelkirk - -	545	5	7 „	H. M. Liddell -	Channelkirk, Lauder, Berwickshire.
Chirnside - -	1,459	5	31 Mar.	D. Denholm -	Chirnside, Berwickshire.
Cockburnspath -	1,112	5	5 Apr.	A. W. Henderson	Cockburnspath.
Coldingham - -	3,016	9	2 „	J. J. Craik -	Coldingham, Ayton.
Coldstream - -	2,388	7	31 Mar.	J. Porteous -	Coldstream.
Cranshaws - -	132	5	19 Apr.	R. Pringle -	Cranshaws, Duns.
Duns - - -	3,137	7	13 Mar.	W. Home Waite	Easter Street, Duns.
Earlston - - -	1,766	5	27 „	A. G. Sinclair -	Commercial Bank of Scotland, Earlston, Berwickshire.
Eccles - - -	1,446	7	27 „	Dove & Stevenson	Kelso.
Edrom - - -	1,361	7	26 Feb.	J. B. Kellie -	Duns.
Eyemouth - -	2,686	7	17 Mar.	J. Donaldson -	Eyemouth, Ayton.
Fogo - - -	420	5	14 Apr.	T. Duncan -	Fogo, Duns.
Foulden - -	351	5	4 „	J. Shed -	Foulden, Berwick.
Gordon - -	843	5	5 „	J. Gibson -	Gordon, Berwickshire.
Greenlaw - -	1,110	5	12 „	D. Leitch -	Greenlaw, Berwickshire.
Hume and Stitchell -	689	5	8 „	A. Inglis, jun. -	27, Woodmarket, Kelso.
Hutton - - -	813	5	17 Mar.	F. Muirhead -	Paxton, Scotch Corner, Berwick.
Ladykirk - -	339	5	10 Apr.	Rev. W. Doble -	The Manse, Ladykirk, Norham, Berwickshire.
Langton - -	417	5	10 Mar.	W. Home Waite	Easter Street, Duns.
Lauder (including Burgh).	1,499	5	4 Apr.	G. L. Broomfield	Lauder, Berwickshire.
Legerwood - -	475	5	10 „	R. Martin -	Legerwood, Earlston, Berwickshire.
Longformacus - -	278	5	5 „	W Home Waite	Duns.
Mertoun - -	622	5	12 „	J. Dodds -	Mertoun, St. Boswell's, Roxburghshire.

* Date of nomination by Board of Education, no election having taken place. Date [illegible]y fixed, 18th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—*cont.*			1873.		
Mordington - -	324	5	4 June	Rev. H. Fleming	Mordington, Berwick.
Nenthorn - -	391	5	5 Apr.	W. Winton -	Nenthorn, Kelso.
Polwarth - -	203	5	22 Mar.	R. Johnstone -	Polwarth, Duns.
Swinton - -	847	5	29 „	A. M. Porteous	Coldstream.
Westruther - -	615	5	11 Apr.	G. Mill, jun. -	Hindsidehill, Lauder.
Whitsome - -	573	5	21 „	R. Lees -	Whitsome, Chirnside, Berwickshire.
[6.] BUTE.	18,404				
Cumbrae - -	1,801	5	5 Apr.	J. Ross - -	20, Stuart Street, Millport, Greenock.
Kilbride - -	2,331	5	18 Mar.	J. B. Sweet -	Lamlash, Isle of Arran.
Kilmory - -	2,519	7	25 „	P. McKenzie -	Machrie, Shiskine, Isle Arran.
Kingarth - -	1,062	5	4 Apr.	J. T. Wilson -	Town Clerk's Office, Rothesay
North Bute - -	1,583	5	19 „	J. R. Thomson -	5, High Street, Rothesay.
ROTHESAY (Burgh) -	9,108	7	27 Mar.	J. T. Wilson -	Town Clerk's Office, Rothesay.
[12.] CAITHNESS.	37,177				
Bower - -	1,506	5	20 Mar.	R. S. W. Leith -	Bridge Street, Wick.
Canisbay - -	2,168	7	27 „	D. K. Murray -	Thurso.
Dunnet - -	1,488	5	16 Apr.	A. Mackay -	Dunnet, Thurso.
Halkirk - -	2,577	7	9 „	H. J. Mackay -	Halkirk, Caithness.
Keiss - - -	1,266	5	10 „	G. M. Sutherland	Wick.
Latheron - -	5,875	7	27 Mar.	C. F. Reid -	Clyth Cottage, Lybster, Wick.
Olrig - - -	1,837	5	5 May	J. Gunn -	Castletown, Thurso.
Reay - - -	1,182	5	23 Apr.	G. Macleod -	Reay, Thurso.
Thurso - -	5,825	7	20 Mar.	A. Manson -	Thurso.
Watten - -	1,390	5	3 Apr.	D. Alexander -	East Watten, Watten, Caithness.
WICK (Burgh) -	6,881	7	2 „	D. W. Georgeson	Wick.
Wick (Landward) -	5,182	7	11 „	D. Leith - -	Wick.
[6.] CLACKMANNAN.	33,030				
ALLOA (Town) -	10,754	7	14 Mar.	J. Cuthbert -	15, High Street, Alloa.
Alloa (Landward) -	5,108	7	5 Apr.	J. W. Moir -	20, Bank Street, Alloa.
Alva - - -	6,366	7	5 „	J. Young -	Royal Bank of Scotland, Alloa.
Clackmannan - -	2,931	7	25 Mar.	A. P. Moir -	20, Bank Street, Alloa.
Dollar - - -	2,176	7	17 „	J. Low - -	Bridge Street, Dollar, Clackmannanshire.
Tillicoultry - -	5,695	7	27 „	T. J. Young -	Mansville, Tillicoultry, Clackmannanshire.
[14.] DUMBARTON.	98,092				
Arrochar - -	1,457	5	8 May	M. H. Conley -	Tarbet, Loch Lomond.
Bonhill - -	14,379	9	12 Apr.	J. Brown -	Albert Buildings, Alexandria, Dumbartonshire.
Cardross - -	6,760	7	19 „	A. Bayne -	Back Street, Renton, Dumbartonshire.
Cumbernauld - -	4,361	7	19 „	J. Longwill -	Royal Bank, Cumbernauld, Glasgow.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMBARTON—*cont.*					
			1873.		
DUMBARTON (Burgh)	16,927	9	8 Mar.	A. Roberts -	County Buildings, Dumbarton.
Dumbarton (Landward)	928	5	10 Oct.*	W. Baltie -	County Buildings, Dumbarton.
Kilmaronock - -	900	5	29 Mar.	G. Eyre-Todd -	Auchenlarach, By Alexandria, Dumbartonshire.
KIRKINTILLOCH (Town)	9,314	7	8 Apr.	J. Hutcheson -	115, Wellington Street, Glasgow.
Kirkintilloch (Landward).	3,113	5	4 „	J. Hutcheson -	115, Wellington Street, Glasgow.
Luss - - -	633	5	9 May	J. Wilson -	Luss Estates Office, Helensburgh.
New or East Kilpatrick	8,309	7	10 Mar.	J. Cranmer -	Craigmaddie Place, Milngavie, Glasgow.
Old or West Kilpatrick	17,775	9	5 Apr.	G. Smith -	Union Bank of Scotland, Partick, Glasgow.
Roseneath - -	2,064	5	28 Feb.	A. McNeilage -	Kilcreggan, Greenock.
Row - - -	11,172	7	11 Apr.	G. Maclachlan -	Helensburgh.
[45.] DUMFRIES.	74,245				
			1876.		
Annan (including Burgh)	5,297	7	11 Apr.	W. Roddick -	Commercial Bank of Scotland, Annan.
			1873.		
Applegarth and Sibbaldbie.	858	5	12 Apr.	J. F. Cormack -	Lockerbie.
Brydekirk - -	750	5	15 Sept.‡	I. Moffat -	Kirtlebridge, Ecclefechan.
Caerlaverock - -	921	5	4 Apr.	J. Hunter -	Castlewood Cottage, Caerlaverock, Dumfries.
Canonbie - -	2,476	7	14 „	J. Watson -	Byreburn, Canonbie, Dumfriesshire.
Closeburn - -	1,333	5	31 Mar.	G. McFarlan -	Closeburn Mains, Thornhill.
Cummertrees - -	1,079	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton - -	563	5	8 „	J. H. McGowan	Dumfries.
Dornock - -	831	5	19 Apr.	M. Little -	Annan.
Dryfesdale - -	3,233	7	28 „	D. McJerrow -	Lockerbie
DUMFRIES (Burgh) -	13,076	9	15 Mar.	J. B. Dinwiddie	Dumfries.
Dumfries (Landward)	4,802	7	29 „	J. H. McGowan	Dumfries.
Dunscore - -	1,260	5	8 Apr.	J. Laurie -	Dunscore, Auldgirth, Dumfries.
Durisdeer - -	1,076	5	8 „	J. R. Wilson -	Sanquhar, Dumfriesshire.
Eskdalemuir - -	488	5	17 „	Rev. J. T. Falside	Eskdalemuir, Langholm.
Ewes - - -	299	5	18 „	J. C. Lyall -	Ewes, Langholm.
Glencairn - -	1,647	5	17 Mar.	D. Corson -	Moniaive, Thornhill.
Gretna or Graitney -	1,141	5	25 „	T. H. McTaggart	Gretna, Carlisle.
Halfmorton - -	484	5	18 „	J. Murphy -	Halfmorton, Canonbie, Dumfriesshire.
Hoddam - -	1,453	5	7 Apr.	T. Shankland -	Royal Bank, Ecclefechan.
Holywood - -	1,011	5	12 „	A. Sharpe -	Maxwelltown, Dumfries.
Hutton and Corrie -	726	5	14 „	W. McClure -	Clydesdale Bank, Lockerbie.
Johnstone - -	927	5	14 „	D. McJerrow -	Lockerbie.
Keir - - -	639	5	24 Mar.	W. Scott -	Keir Mill, Thornhill.

* Date of nomination by Board of Education, no election having taken place. No date fixed.
† Lenzie combination. *J. Hutcheson*, 115, *Wellington Street, Glasgow.*
‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed, 3rd April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Kirkconnel - -	1,087	5	17 Apr.	J. R. Wilson (solicitor).	Sanquhar, Dumfriesshire.
Kirkmahoe - -	1,159	5	5 „	J. Carmont -	Kirkton, Kirkmahoe, Dumfries.
Kirkmichael - -	808	5	19 „	H. S. Gordon -	Dumfries.
Kirkpatrick Fleming -	1,248	5	7 „	G. W. Moffat -	Kirtle Bridge, Ecclefechan.
Kirkpatrick Juxta -	976	5	26 „	T. Tait - -	Moffat.
Langholm - -	3,970	7	27 Mar.	R. McGeorge -	Langholm.
Lochmaben (including Burgh).	2,522	7	28 „	T. E. Watson -	National Bank, Lochmaben, Lockerbie.
Middlebie - -	1,806	5	25 „	*G. Moffat (int.)*	Kirtlebridge, Ecclefechan.
Moffat - - -	2,977	7	11 Apr.	T. & W. Tait -	Moffat.
Morton - -	1,855	5	10 „	R. Wilson -	6, East Morton Street, Thornhill, Dumfriesshire.
Mouswald - -	500	5	3 Mar.	Rev. A. Angus -	Mouswald, Dumfries.
Penpont - -	1,063	5	3 Apr.	W. Lawson -	Penpont, Thornhill.
Ruthwell - -	858	5	24 Mar.	G. Smith -	Hope Cottage, Ruthwell, Dumfriesshire.
St. Mungo - -	603	5	12 Apr.	W. McClure -	Clydesdale Bank, Lockerbie.
Sanquhar (incl. Burgh)	2,910	7	14 „	D. Paterson -	Thornhill, Dumfriesshire.
Tinwald - -	902	5	22 Mar.	Craig & Geddes	Dumfries.
Torthorwald - -	921	5	21 „	J. Wilson -	14, Buccleuch Street, Dumfries.
Tundergarth - -	439	5	31 „	W. McClure -	Clydesdale Bank, Lockerbie.
Tynron - -	359	5	8 Apr.	J. Laurie -	Tynron, Thornhill.
Wamphray - -	458	5	8 „	G. Rae -	Wamphray, Moffat.
Westerkirk - -	454	5	28 Mar.	J. Fairbairn -	Maitland Cottage, Canonbie.
[33.] EDINBURGH.	433,592				
Borthwick - -	1,426	7	14 Apr.	R. Stoddart -	Gorebridge, Mid-Lothian.
Carrington - -	563	5	5 „	W. G. Gardner -	Carrington Barns, Gorebridge, Mid-Lothian.
Cockpen - -	3,387	7	19 „	D. B. Tod -	Bonnyrigg, Mid-Lothian.
Colinton - -	4,549	7	5 „	A. Shankie -	Colinton, Edinburgh.
Corstorphine - -	2,233	5	18 „	J. E. Cowan -	Manse Road, Corstorphine, Edinburgh.
Cramond - -	2,945	7	18 Mar.	R. C. Bell -	1, North Charlotte St., Edinburgh.
Cranston - -	859	5	5 Apr.	Rev. A. Gemmell.	Cranston, Dalkeith.
Crichton - -	946	5	4 „	J. Simpson -	Pathhead, Ford, Dalkeith.
Currie - - -	2,580	7	4 „	M. W. Scott -	Currie, Mid-Lothian.
DALKEITH (Town) -	6,952	7	15 Mar.	T. Sturrock -	66, High Street, Dalkeith.
Dalkeith (Landward) -	834	5	19 Apr.	G. H. Gorrie -	Bridgend, Dalkeith.
Duddingston(Landward)	1,614	5	4 „	A. Logan -	Spylaw House, Colinton, Edinburgh.
EDINBURGH (City) -	261,833	15	29 Mar.	J. Arnot -	Castle Terrace, Edinburgh.
Fala and Soutra -	285	5	15 Sept.*	J. Duncan -	The Schoolhouse, Fala, Blackshiels, Mid-Lothian.
Glencorse - -	1,451	5	5 Apr.	P. Gow -	Glencorse, Milton Bridge, Mid-Lothian.
Heriot - -	443	5	17 „	W. Weir -	Heriot, Mid-Lothian.
Inveresk (Landward) -	2,621	7	28 Mar.	J. Richardson -	High Street, Musselburgh.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 9th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
EDINBURGH—*cont.*			1873.		
Kirknewton and East Calder.	3,352	7	19 June	W. Robb -	Stoneyrig, Kirknewton.
Lasswade - -	10,455	7	5 Apr.	C. Clark -	Bank of Scotland, Lasswade.
LEITH (Burgh) -	68,707	13	13 „	R. Hardie -	2, Lindsay Place, Leith.
Leith, South (Landward)	2,594	5	23 „	Rev. G. Boyd -	27, Spring Gardens, Abbey Hill, Edinburgh.
Liberton - -	7,862	7	4 „	T. J. Cochrane	5, York Place, Edinburgh.
Midcalder - -	3,126	7	26 „	W. Brown -	Midcalder, Mid-Lothian.
MUSSELBURGH (Burgh)	8,888	7	15 Mar.	J. Richardson -	Solicitor, Musselburgh.
Newbattle - -	2,761	5	15 Apr.	W. J. Jones -	Tait Street, Dalkeith.
Newton - -	1,180	5	22 Mar.	C. B. Hutchison	Newton, Dalkeith.
Penicuik - -	4,914	7	29 „	J. Alexander -	Penicuik.
PORTOBELLO (Burgh)	8,182	7	19 Apr.	J. O. Fraser -	124, High Street, Portobello.
Ratho - - -	1,839	5	14 Mar.	D. Smith -	Ratho, Mid-Lothian.
Stobhill - -	3,501	7	10 May	R. Stoddart -	Gorebridge, Mid-Lothian.
Stow - - -	1,799	7	9 „	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
Temple - -	455	5	10 „	J. Low - -	Temple, Gorebridge, Mid-Lothian.
West Calder - -	8,456	7	3 Apr.	J. T. Mungle -	West Calder, Mid-Lothian.
[21.] ELGIN OR MORAY.	43,175				
Alves - - -	1,096	5	20 Mar.	F. C. Mackenzie	High Street, Forres.
Bellie - - -	1,914	5	14 Apr.	C. Gray -	Fochabers.
Birnie - - -	405	5	19 „	J. Wink -	Elgin.
Cromdale - -	3,026	7	25 Mar.	R. C. Lobban -	Carr Bridge, Aviemore, Inverness-shire.
Dallas - - -	860	5	21 Apr.	F. C. Mackenzie	High Street, Forres.
Drainie - - -	3,922	7	22 „	J. H. Gilzean -	Lossiemouth.
Duffus - - -	4,299	7	9 „	J. S. George -	Hopeman, Elgin.
Dyke - - -	1,044	5	29 Mar.	F. C. Mackenzie	High Street, Forres.
Edinkillie - -	1,032	5	26 Apr.	F. C. Mackenzie	High Street, Forres.
ELGIN (Burgh) -	7,799	9	18 Mar.	E. D. Jameson -	Bank House, Elgin.
Elgin (Landward) -	2,674	5	14 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
FORRES (Burgh) -	3,971	7	28 Mar.	F. C. Mackenzie	High Street, Forres.
Forres (Landward) -	830	5	29 Apr.	F. C. Mackenzie	High Street, Forres.
Kinloss - -	958	5	3 May	F. C. Mackenzie	High Street, Forres.
Knockando - -	1,712	5	15 Apr.	H. Stewart -	Royal Bank Buildings, Elgin.
New Spynie - -	542	5	17 „	R. B. Gordon -	Elgin.
Rafford - - -	982	5	12 „	F. C. Mackenzie	High Street, Forres.
Rothes - -	2,299	5	15 „	R. Cruickshank	Rothes, Elgin.
St. Andrews Lhanbryd	1,277	5	1 „	H. Stewart -	Elgin.
Speymouth - -	1,384	5	21 „	W. S. Murdoch -	Garmouth, Morayshire.
Urquhart - -	1,149	5	6 May	H. Stewart -	Royal Bank Buildings, Elgin.
[70.] FIFE.	190,365				
Abbotshall (added to Kirkcaldy, § 17).	—	—	—	—	—
Abdie - - -	754	5	15 Mar.	J. Cameron -	Grange of Lindores, Newburgh, Fife.
Aberdour - -	1,955	5	18 Apr.	J. Russell -	Aberdour, Fifeshire.
Anstruther Easter -	1,142	5	8 „	H. B. and A. C. Mackintosh.	Anstruther.
Anstruther Wester -	593	5	17 Mar.	D. Cook -	Anstruther.
Auchterderran - -	2,042	5	28 „	J. Small -	Lochgelly, Fife.
Auchtermuchty -	2,002	7	15 Apr.	R. Skinner -	Auchtermuchty, Fife.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Auchtertool	721	5	21 Apr.	M. Nicol	Kirk Wynd, Kirkcaldy.
Ballingry	947	5	12 „	J. Henderson	Ballingry Farm, Lochgelly.
Balmerino	688	5	24 Mar.	W. Scott	Gauldry, Newport, Fife.
Beath	8,298	7	7 Apr.	J. Ross	Dunfermline.
BURNTISLAND (Burgh)	4,993	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward)	1,181	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron	662	5	4 „	W. Morton	Cameron, St. Andrews.
Carnbee	915	5	17 May	J. Guthrie	Anstruther.
Carnock	987	5	19 Apr.	W. Bald	National Bank, Dunfermline.
Ceres	1,584	5	5 „	W. Yool	Ceres, Cupar-Fife.
Collessie	2,093	5	26 „	J. L. Anderson (int.).	Cupar-Fife.
Crail (including the *Island of May, pop.* 27).	1,647	5	29 Mar.	J. Guthrie	Anstruther.
Creich	325	5	17 „	G. J. Leslie	Luthrie, Cupar-Fife.
Culross (including Burgh).	1,096	5	17 Apr.	A. Fraser	Dunfermline.
Cults	639	5	2 „	J. Melville	Pitlessie, Ladybank.
CUPAR (Burgh)	4,729	7	21 Mar.	J. L. Anderson (int.).	Cupar-Fife.
Cupar (Landward)	965	5	8 Apr.	W. D. Patrick	County Buildings, Cupar-Fife.
Dairsie	606	5	19 „	Rev. J. Murray	F. C. Manse, Dairsie, Cupar-Fife.
Dalgety	1,341	5	10 Mar.	G. M. Stewart	Inverkeithing, Fife.
Dunbog	346	5	22 „	J. Ballingall	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	19,647	9	20 „	D. Gorrie	Dunfermline.
Dunfermline (Landward).	9,020	7	1 May	J. McFarlane	County Buildings, Dunfermline.
Dunino	383	5	10 Apr.	W. Berwick	Stravithy Mill, St. Andrews.
DYSART (Burgh)	12,849	9	7 „	D. Nicholson	Loughborough Road, Kirkcaldy
Dysart (Landward)	777	5	21 „	W. M. Dow	Kirkcaldy.
Elie (including Burgh of Earlsferry).	1,172	5	18 „	W. R. Ketchen	Elie, Fife.
Falkland	2,470	7	10 „	J. Sheriff	Falkland, Ladybank.
Ferry-port-on-Craig	3,008	7	15 Mar.	D. White	Craigmount, Ferry-port-on-Craig, Fife.
Flisk	192	5	22 „	D. M. Dingwall	Flisk, Newburgh, Fife.
Forgan	3,763	7	12 Apr.	J. J. Johnstone	69, Reform Street, Dundee.
Inverkeithing	2,943	7	18 „	R. Baxter	Inverkeithing, Fife.
Kemback	794	5	29 Mar.	R. Davidson	Blebo Works, Cupar-Fife.
Kennoway	1,458	5	22 „	H. Normand	Kennoway, Windygates, Fife.
Kettle	1,939	7	21 „	J. L. Anderson (int.).	Cupar-Fife.
Kilconquhar	1,092	7	5 Apr.	C. G. Dawson	Commercial Bank, Colinsburgh, Fife.
Kilmany	588	5	24 Mar.	C Campbell	12, St. Catherine Street, Cupar.
Kilrenny	2,889	7	19 Apr.	W. T. Jamieson	Anstruther.
Kinghorn (incl. Burgh)	2,790	7	12 „	J. Wyllie	Kinghorn, Fife.
Kinglassie	1,436	5	17 Mar.	D. Macara	Kinglassie, Cardenden.
Kingsbarns	731	5	22 „	J. Guthrie	Anstruther.
KIRKCALDY (Burgh)	17,316	9	3 Apr.	A. Beveridge	Kirkcaldy.
Kirkcaldy (Landward) and Abbotshall.	659	5	20 May	W. L. McIndoe	170, High Street, Kirkcaldy.
Largo	2,117	5	26 Apr.	R. Black	Lundin Links, Largo, Fife.
Largoward	1,018	5	24 May	C. G. Dawson	Commercial Bank, Colinsburgh Fife.
Leslie	3,886	7	8 Mar.	W. Taylor	Parochial Board Office, Leslie Fife.
Leuchars	2,370	5	12 Apr.	J. Jamieson	26, Crossgate, Cupar-Fife.
Lochgelly	5,486	7	14 „	J. Small	Main Street, Lochgelly, Fife

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Logie - - -	360	5	5 Apr.	D. Imrie -	Schoolhouse, Logie, Cupar-Fife.
Markinch - -	5,798	7	15 Mar.	W. Marshall -	Markinch.
Monimail - -	769	5	26 Apr.	W. G Taylor -	Cupar-Fife.
Moonzie - -	128	5	28 Mar.	J. Y. Douglas -	Public School, Moonzie, Cupar-Fife.
Newburgh - -	1,852	7	27 „	J. Adamson -	Newburgh, Fife.
Newburn - -	322	5	21 Apr.	F. R. Lumsden-	Newburn, Largo, Fife.
Pittenweem - -	1,991	5	25 Mar.	T. Nicolson -	Pittenweem, Fife.
ST. ANDREWS (Burgh)	6,853	7	29 „	H. Thomson -	St. Andrews.
St. Andrews (Landward) and St. Leonards.	1,902	5	14 Apr.	C. S. Grace -	St. Andrews.
St. Monance - -	1,998	5	17 May	D. Cook -	Anstruther.
Saline - - -	760	5	29 Mar.	J. Ross - -	Dunfermline.
Scoonie - -	4,693	7	22 „	C. J. Ogilvy -	Leven, Fife.
Springfield - -	1,430	5	26 Apr.	A. Duncan -	Springfield, R.S.O., Fife.
Strathmiglo - -	1,772	5	12 „	J. Peggie -	Strathmiglo, Fife.
Torryburn - -	1,032	5	26 „	W. Bald -	National Bank, Dunfermline.
Tulliallan - -	2,177	5	10 „	J. Simpson -	Newtown, Kincardine, Alloa.
Wemyss - -	10,534	9	15 Mar.	W. Ness -	East Wemyss, Fife.
[60.] FORFAR.	277,735				
Aberlemno - -	926	5	24 Mar.	Rev. J. D. Fisher	Aberlemno, Forfar.
Airlie - - -	741	5	3 Apr.	J. Davidson -	Kirriemuir.
Arbirlot - -	818	5	14 „	W. K. Macdonald	Town Clerk's Office, Arbroath.
ARBROATH (Burgh) -	22,821	9	28 Mar.	W. Alexander -	62, High Street, Arbroath.
Arbroath (Landward, united to St. Vigeans).	—	—	—	—	—
Auchterhouse - -	566	5	19 Apr.	A. Jamieson -	Kirkton Auchterhouse, Dundee.
Barry - - -	3,787	7	12 „	D. Kidd -	Rowan Cottage, Carnoustie Forfarshire.
BRECHIN (Burgh) -	8,955	7	22 Mar.	J. Craig -	Swan Street, Brechin.
Brechin (Landward) -	1,498	5	7 Apr.	A. Philip -	16, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	8,605	7	21 Mar.	D. S. Littlejohn	27, Bank Street, Dundee.
Careston - -	198	5	9 May	J. Craig -	Swan Street, Brechin.
Carmyllie - -	1,083	5	16 Apr.	J. Taylor -	The Schoolhouse, Carmyllie, Arbroath.
Cortachy and Clova -	615	5	29 Mar.	J. Edwards -	Bearfauld, Cortachy, Kirriemuir.
Craig - - -	2,472	7	5 Apr.	D. C. Wills -	Montrose.
Dun - - -	552	5	29 Mar.	J. Cameron -	Schoolhouse, Dun, Montrose.
DUNDEE (Burgh) -	153,308	15	19 „	Sir T. Thornton, LL.D.	Dundee.
Dundee (Landward) -	918	5	28 „	J. Shiell -	5, Bank Street, Dundee.
Dunnichen - -	1,233	5	5 Apr.	J. Young, junr.	Letham, Forfar.
Eassie and Nevay -	553	5	12 „	J. Robertson -	Newtyle, Cupar Angus.
Edzell - - -	700	5	21 Mar.	Rev. D. S Ross	Edzell, Brechin.
Farnell - -	627	5	3 May	J. Denholm -	Forebank House, Farnell, Brechin.
Fearn - - -	277	5	15 Mar.	Rev. J. Fergusson	The Manse, Fearn, Brechin.
FORFAR (Burgh) -	12,057	9	18 „	A. Freeman -	Forfar.
Forfar (Landward) -	1,608	5	19 Apr.	D. Macintosh -	Town House, Forfar.
Fowlis Easter - -	283	5	3 May	G. Colston -	Fowlis Easter, Dundee.
Friockheim - -	1,265	5	11 „	J. Edward -	Friockheim.
Glamis - -	1,464	5	3 „	J. A. Fisher -	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla - - -	676	5	12 „	W. Gellatly -	Glenisla, Alyth, Perthshire.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Guthrie	267	5	10 Mar.	J. Smith	School-house, Guthrie, Arbroath.
Inverarity	926	5	17 Apr.	W. Gordon	52, East High Street, Forfar.
Inverkeillor	1,233	5	15 „	J. Sadler	Inverkeillor, Arbroath.
Kettins	722	5	12 „	R. Watson	Coupar Angus.
Kingoldrum	368	5	8 „	W. Edward	Kingoldrum, Kirriemuir.
Kinnell	653	5	7 „	D. Panton	Bona Vista, Carnoustie.
Kinnettles	340	5	27 Mar.	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfar.
Kirkden	574	5	2 Apr.	D. Craig	Idvies Mill, Letham, Forfar.
Kirriemuir (including Town).	6,090	7	4 „	J. Wilkie	Bank Street, Kirriemuir.
Lethnot and Navar. *See Navar and Lethnot.*					
Liff, Benvie and Invergowrie.	1,816	5	19 „	A. Osler	Loch of Liff, Dundee.
Lintrathen	558	5	11 „	J. Adam	Bottom, Kirriemuir.
Lochlee	343	5	27 „	A. Bowman	Tarfside, Brechin.
Logie Pert	979	5	19 „	A. Dickson	97, High Street, Montrose.
Lunan	349	5	15 July	A. Wilson	Schoolhouse, Lunan, Montrose.
Lundie	301	5	3 May	J. F. Forsyth	Easter Keith, Lundie, Lochee, Dundee.
Mains and Strathmartine	3,998	7	5 Apr.	A. W. Cumming	1, Bank Street, Dundee.
Maryton	270	5	10 Mar.	J. Denholm	Forebank House, Farnell, Brechin.
Menmuir	664	5	22 „	A. Philip	16, Panmure Street, Brechin.
Monifieth (excluding Broughty Ferry).	3,243	7	5 Apr.	D. Gowans	Arnot Villa, Westmarch, Monifieth.
Monikie	1,328	5	17 „	R. Steven	41, Reform Street, Dundee.
MONTROSE (Burgh)	12,916	9	15 Mar.	Wm. Ross	10, Castle Street, Montrose.
Montrose (Landward)	1,512	5	3 Apr.	A. Dickson	97, High Street, Montrose.
Murroes	905	5	10 „	W. F. Liddell	Murroes, Dundee.
Navar and Lethnot	289	5	19 Mar.	Rev. F. Cruickshank.	Manse of Lethnot, Brechin.
Newtyle	833	5	19 „	J. Jack	Newtyle, Coupar Angus.
Oathlaw	399	5	15 May	A. Hay	Forfar.
Panbride	1,741	5	28 Feb.	W. Cæsar	Rowanbank, Carnoustie.
Rescobie	660	5	24 Mar.	W. Graham	Rescobie, Forfar.
Ruthven	188	5	29 „	Rev. J. G. Macpherson.	The Manse, Ruthven, Meigle.
St. Vigeans (including Arbroath, Landward).	2,432	7	24 „	J. M. McBain	Arbroath.
Stracathro	505	5	14 Apr.	Rev. R. Grant	Manse, Stracathro, Brechin.
Tannadice	1,117	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar.
Tealing	630	5	29 Mar.	P. M. McKenzie	School House, Tealing, Dundee.
[26.] HADDINGTON.	37,377				
Aberlady	1,063	5	19 Apr.	A. Wood	Haddington.
Athelstaneford	741	5	22 Mar.	J. Craig	Athelstaneford, Drem.
Bolton	271	5	22 „	Edwd. J. Wilson	Schoolhouse, Bolton, Haddington.
Dirleton	1,445	5	1 Apr.	D. McCulloch	British Linen Co. Bank, North Berwick.
DUNBAR (Burgh)	3,540	7	13 Mar.	R. White	Dunbar.
Dunbar (Landward)	1,670	5	15 Apr.	C. Notman	Dunbar.
Garvald	600	5	19 „	J. Boucher	Garvald, Prestonkirk.
Gladsmuir	1,604	5	29 Mar.	W. H. Ferme	Haddington.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
HADDINGTON—*cont.*			1873.		
HADDINGTON (Burgh)	3,771	7	15 Mar.	T. W. Todrick - (*Clerk to combined Board of Haddington, B. and L.*)	Haddington.
Haddington (Landward)	1,445	7	24 „	J. Richardson -	Haddington.
Humbie - -	791	5	15 Sept.*	J. Stuart -	Humbie, Upper Keith, East Lothian.
Innerwick - -	761	5	12 Apr.	P. Purdie -	Innerwick, Dunbar.
Morham - -	199	5	17 „	A. Wood -	Haddington.
North Berwick (including Burgh).	3,038	7	12 „	A. D. Wallace -	East Road, North Berwick.
Oldhamstocks - -	443	5	29 Mar.	A. Grainger -	Oldhamstocks, Cockburnspath.
Ormiston - -	1,178	5	10 June	P. Cossar -	Pencaitland, Tranent.
Pencaitland -	1,125	5	29 Mar.	P. Cossar -	Pencaitland, Tranent.
Prestonkirk -	1,802	5	5 Apr.	J. Hall - -	National Bank, East Linton, Prestonkirk.
Prestonpans - -	2,659	7	11 „	R. C. Belfield -	Prestonpans.
Salton - - -	495	5	7 June	A. Dodds -	County Buildings, Haddington.
Spott - - -	475	5	19 Apr.	R. Grieve -	Spott, Dunbar.
Stenton - -	556	5	25 Mar.	J. Brown -	Stenton, Prestonkirk.
Tranent - -	5,470	7	3 Apr.	J. Richardson -	Solicitor, Musselburgh.
Whitekirk and Tyninghame.	983	5	15 Mar.	G. Ferguson -	Tyninghame, Prestonkirk.
Whittinghame - -	586	5	12 Apr.	G. H. Winton -	Whittinghame, Prestonkirk.
Yester - - -	716	5	21 „	P. B. Swinton -	Gifford, Haddington.
[37.] INVERNESS.	90,268				
Abernethy & Kincardine	1,354	5	16 Apr.	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Alvie - - -	603	5	8 „	D. McBean -	Alvie, Kincraig, Kingussie.
Ardersier -	1,914	5	25 Mar. 1895.	H. T. Donaldson	Nairn.
Arisaig and Moidart -	1,110	5	21 Mar. 1873.	H. Y. L. Smith -	Solicitor, Fort William.
Barra - -	2,365	5	18 Mar.	P. McInnes -	Castlebay, Barra.
Boleskine and Abertarff	1,314	7	22 Apr.	P. Burgess -	Caledonian Bank, Glen Urquhart, Inverness.
Bracadale - -	920	5	25 „	W. Macleod -	Bracadale, Struan, Skye.
Croy & Dalcross (part of)	1,295	5	7 „	H. Fraser -	77, Church Street, Inverness.
Daviot and Dunlichty -	1,106	5	23 Mar.	J. S. Fraser -	18, High Street, Inverness.
Dores - - -	923	5	19 „	T. Fraser -	Errogie Mains, Errogie, Inverness.
Duirinish - -	3,933	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Duthill & Rothiemurchus	2,431	5	23 „	J. Grant -	Royal Bank, Grantown, Inverness-shire.
Glenelg - -	1,471	5	6 May	S. W. C. Gauld	Balmacara, Lochalsh.
Glengarry - -	657	5	14 Mar.	E. W. Douglas -	Caledonian Bank, Invergarry, Inverness.
Harris - -	5,024	7	13 „	R. F. Matheson	Tarbert, Harris.
Insh - - -	390	5	2 Apr.	D. MacDonald -	Balchroick, Feshie Bridge, Kingussie.
INVERNESS (Burgh) -	19,303	9	27 Mar.	R. Scott -	42, Union Street, Inverness.
Inverness (Landward) -	4,883	7	9 Apr.	J. S. Fraser -	Queensgate Chambers, Inverness.
Kilmallie - -	3,623	7	9 „	D. McLeish -	Fort William.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed 26th April.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
Kilmonivaig - -	1,704	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
Kilmorack - -	2,093	7	31 Mar.	D. MacLean -	Beauly.
Kilmuir - -	1,148	5	14 Apr.	Rev. Jas. Grant	Manse of Kilmuir, Uig, Portree.
Kiltarlity - -	1,922	7	14 „	W. Fraser -	Tomnacross, Kiltarlity, Beauly.
Kingussie - -	1,599	7	4 Mar.	L. Mackintosh -	Kingussie.
Kirkhill - -	1,307	5	9 Apr.	J. Barclay -	Kirkhill, Inverness.
Laggan - -	857	5	28 Mar.	R. Macdonald -	Balgown, Laggan, Kingussie.
Moy and Dalarossie -	730	5	27 „	A. Fraser -	Raigbeg, Tomatin, Inverness.
North Uist - -	4,187	7	3 Apr.	P. Maclean -	Solicitor, Lochmaddy.
Petty - - -	1,298	5	22 Mar.	H. & J. S. Fraser (joint clerks).	18, High Street, Inverness.
Portree - -	3,176	7	8 Apr.	A. Macdonald -	National Bank, Portree.
Sleat - -	1,843	5	1 May	Rev. A. Cameron.	Broadford.
Small Isles - -	436	7	1 „	Rev. J. Sinclair	The Manse, Eigg, Greenock.
Snizort - -	1,893	5	2 Apr.	A. Macdonald -	National Bank, Portree.
South Uist - -	5,821	7	19 Mar.	A. McElfrish -	Procurator Fiscal's Office, Lochmaddy.
Stenscholl - -	1,261	5	24 Apr.	J. McKenzie -	Estate Office, Uig, Portree.
Strath - -	2,399	7	28 Mar.	R. Macdonald -	National Bank, Portree.
Urquhart and Glenmoriston.	2,040	7	1 Apr.	Wm. Mackintosh	Glen Urquhart, Drumnadrochit, Inverness.
[19.] KINCARDINE.	35,492				
Arbuthnott - -	795	5	5 Apr.	J. Andrew -	Bervie, Fordoun.
Banchory-Devenick -	1,981	7	12 „	A. L. Miller (int.)	229, Union Street, Aberdeen.
Banchory-Ternan -	3,193	7	5 „	J. Merson -	HighStreet,Banchory,Aberdeen.
Benholm - -	1,552	5	22 Mar.	W. Low -	Johnshaven.
Bervie(including Burgh)	2,387	5	20 „	J. Andrew -	Bervie, Fordoun.
Dunnottar (including part of Stonehaven).	2,739	5	15 „	A. W. Kinnear	Stonehaven.
Durris - - -	918	5	19 Apr.	A. Mackie -	Glenhead, Durris, Banchory, Aberdeen.
Fettercairn - -	1,421	5	10 „	R. Murray -	North of Scotland Bank, Fettercairn, Laurencekirk.
Fetteresso and Rickarton (united § 17), (including part of Stonehaven).	5,546	7	29 Mar.	D. Carr -	Stonehaven.
Fordoun - -	2,004	7	21 „	R. L. Crabb -	Auchinblae, Fordoun.
Garvock - -	415	5	29 „	A. Anderson -	Garvock, Laurencekirk.
Glenbervie - -	868	5	29 „	J. J. Wallace -	Mill of Glenbervie, Drumlithie, Fordoun.
Kinneff and Catterline	907	5	25 „	A. Watt -	Hilton, Stonehaven.
Laurencekirk - -	1,934	7	22 „	G Ross -	Laurencekirk.
Maryculter - -	1,030	5	29 „	G. Falconer -	63, Union Street, Aberdeen.
Marykirk - -	1,307	5	29 „	J. Scott -	Marykirk, Montrose.
Nigg - - -	4,513	5	5 Apr.	D. M. Walker -	Middleton, Nigg, By Aberdeen.
St. Cyrus - -	1,327	5	29 Mar.	A. Dickson -	97, High Street, Montrose.
Strachan - -	655	5	19 Apr.	J. Rust -	Bowbuts, Strachan, Aberdeen.
[5.] KINROSS.	6,373				
Cleish - - -	539	5	11 Apr.	R. Shorthouse -	Kelty Bridge, Blairadam.
Fossoway and Tullibole	753	5	1 „	J. Wilson -	Solicitor, Kinross.
Kinross - -	2,385	5	18 Mar.	W. K. Falconer	Kinross.
Orwell - - -	1,852	5	28 „	F. Ewing -	Milnathort, Kinross-shire.
Portmoak - -	844	5	19 Apr.	W. Glass -	West Balgedie, Kinross.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
[30.] KIRKCUDBRIGHT.	40,167		1873.		
Anwoth - -	724	5	12 Mar.	R. S. Glover -	Bank of Scotland, Gatehouse, Kirkcudbrightshire.
Balmaclellan - -	652	5	27 „	P. Gifford -	Solicitor, Castle Douglas.
Balmaghie - -	839	5	27 „	W. Milroy -	Kirkcudbright.
Bargrennan - -	891	5	5 May	A. Wylie, jun. -	Doonhill, Newton Stewart.
Borgue - -	1,121	5	22 Mar.	R. Sproat -	Borgue, Kirkcudbright.
Buittle - -	960	5	8 „	W. Caird -	Woodhead, Palnackie, Dalbeattie.
Carsphairn - -	894	5	21 „	H. Wylie -	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,127	5	20 „	J. K. McLelland	The Schoolhouse, Colvend, Dalbeattie.
Corsock - -	540	5	19 Apr.	R. Ewing (int.)	Corsock, Dalbeattie.
Crossmichael - -	1,348	5	8 Mar.	W. Gillespie -	Castle Douglas.
Dalry - -	925	5	15 Apr.	Rev. N. Buchanan	Dalry, Galloway.
Girthon - -	1,354	5	13 Mar.	W. Cairns -	Gatehouse, Kirkcudbrightshire.
Irongray - -	747	5	5 Apr.	R. Adamson -	35, Irish Street, Dumfries.
Kells - -	931	5	5 „	R. Johnstone -	New Galloway, Kirkcudbrightshire.
Kelton - -	3,692	7	11 Mar.	J. Dunn -	Castle Douglas.
Kirkbean - -	714	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,477	9	8 Mar.	A. Cavan -	Kirkcudbright.
Kirkgunzeon - -	539	5	22 „	J. Little -	Dalbeattie.
Kirkmabreck - -	1,599	5	12 Apr.	R. Carson -	Newton Stewart
Kirkpatrick-Durham -	989	5	29 Mar.	Miss M. Bell -	Kirkpatrick Durham, Dalbeattie.
Lochrutton - -	534	5	12 Apr.	J. Geddes -	8, English Street, Dumfries.
Minnigaff - -	1,216	5	14 May	R. Carson -	Newton Stewart
New Abbey - -	866	5	15 Mar.	J. Henderson -	Dumfries.
Parton - -	413	5	1 Apr.	W. Gillespie -	Castle Douglas.
Rerrick - -	1,582	5	27 Mar.	J. Ramsay -	Auchencairn, Castle Douglas.
Terregles - -	478	5	12 Apr.	J. A. Carse -	Terregles, Dumfries.
Tongland - -	845	5	22 Mar.	W. Nicholson	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer - -	5,887	7	29 „	Walker and Sharpe.	Maxwelltown, Dumfries.
Twynholm - -	694	5	5 Apr.	P. Gifford -	Solicitor, Castle Douglas, Kirkcudbrightshire.
Urr - - -	4,589	7	28 Feb.	J. Little -	Dalbeattie.
[42.] LANARK.	1,091,644				
Airdrie (Burgh) -	16,627	9	3 Apr.	G. B. Motherwell	Royal Bank Buildings, Bank Street, Airdrie.
Avondale - -	5,069	9	22 May	A. W. Lyon -	Strathaven, Lanarkshire.
Barony (added to Springburn).	—	—	—	—	—
Biggar - -	1,902	5	25 Apr.	A. Russell -	Howieson Buildings, Biggar.
Blantyre - -	11,352	9	8 Mar.	J. Brown -	Kirkland Place, High Blantyre, Glasgow.
*Bothwell - -	31,484	9	4 Apr.	R. Kerr -	50, Cadzow Street, Hamilton.
Carluke - -	6,232	7	4 „	T. McLelland -	49, West Regent Street, Glasgow.

* Lennie combination. *See* Kirkintilloch (Dumbarton).

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Calderhead - -	4,528	7	10 Apr.	D. Wellwood -	Gilburn Cottage, Shotts Iron Works, Shotts.
Cambuslang - -	15,364	9	10 „	R. Duncan -	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan -	21,142	9	10 „	J. Burgess -	Wishaw.
Carluke - -	8,058	7	26 Mar.	J. Matthews -	National Bank of Scotland, Carluke.
Carmichael - -	593	5	14 Apr.	J. McMath -	Carmichael, Thankerton, Lanarkshire.
*Carmunnock - -	1,355	5	13 Mar.	W. Fleming -	Windlaw, Carmunnock, Glasgow.
Carnwath - -	5,324	7	25 Apr.	T. Smith -	Carnwath, Lanarkshire.
Carstairs - -	1,977	5	5 „	S. J. Somerville	Carstairs, Lanark.
Clarkston - -	10,166	7	7 „	A. Richmond -	Bank Street, Airdrie.
Covington and Thankerton.	396	5	12 „	J. T. Shirlay -	Commercial Bank, Lanark.
Crawford - -	630	5	21 Mar.	E. Kerr -	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn -	775	5	19 „	A. Renton -	Crawfordjohn, Abington, Lanarkshire.
Culter - -	420	5	31 „	J. Walker -	The School-house, Culter, Biggar.
Dalserf - -	2,965	5	14 Apr.	W. Templeton -	Torland, Dalserf, Hamilton.
Dalziel - -	19,228	9	15 Mar.	W. R. Barbour -	Motherwell.
Dolphinton - -	248	5	29 „	J. Ord Mackenzie	9, Hill Street, Edinburgh.
Douglas - -	2,266	7	12 Apr.	Rev. C. Gordon (int.)	F. C. Manse, Douglas, Lanark.
Dunsyre - -	191	5	29 „	J. Allan -	Kirklands, Dunsyre, Dolphinton.
East Kilbride - -	3,209	7	4 „	W. B. Crawford	157, West George Street, Glasgow.
GLASGOW (Burgh) -	565,839	15	25 Mar.	G. W. Alexander, J. Stewart, Deputy Clerk.	129, Bath Street, Glasgow.
Glassford - -	1,317	5	5 Apr.	A. McGhie -	Chapelton, Hamilton.
Govan - -	158,233	15	10 „	J. A. Craigie -	151, Bath Street, Glasgow.
HAMILTON (Burgh) -	17,487	9	25 Mar.	P. Keith -	Hamilton.
Hamilton (Landward)	17,160	9	18 Apr.	R. Kerr -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	4,579	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	2,531	7	31 „	J. F. Shirley -	Lanark.
Larkhall - -	8,845	7	17 Apr.	W. Cunningham	Union Bank of Scotland, Larkhall, Lanarkshire.
Leadhills - -	1,018	5	25 June	G. Menzies -	Tounfoot, Leadhills, Abington, Lanarkshire.
Lesmahagow - -	9,752	7	12 Apr.	I. Lamonby -	Lesmahagow, Lanarkshire.
Libberton - -	486	5	19 „	J. Hodge -	Libberton, Lanarkshire.
Maryhill - -	29,296	9	22 „	W. B. Gemmel -	136, Wellington Street, Glasgow.
New Monkland -	8,105	7	29 Mar.	G. B. Motherwell	Royal Bank Buildings, Bank Street, Airdrie.
Old Monkland -	44,733	11	11 Apr.	W. J. Andrew -	Bank Buildings, Coatbridge.
Pettinain - -	259	5	15 „ 1885.	W. Paterson -	Grange, Pettinain, Thankerton, Lanarkshire.
†Rutherglen (including Burgh).	16,178	9	17 Apr. 1873.	A. Macallan -	Rutherglen, Glasgow.
Shettleston - -	12,591	7	6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - -	7,841	7	3 Apr.	J. Hutton -	Commercial Bank of Scotland, Shotts, Lanark.
Springburn (including Barony).	6,958	7	25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
Stonehouse - -	3,400	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.

* Busby Combination, J. Carsewell, Victoria Crescent, Clarkston, Busby.
† Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Symington - -	432	5	19 Apr.	T. Hamilton -	Symington, Biggar.
Walston - -	301	5	29 „	W. Baillie -	Craw Craigs, Biggar.
Wandell and Lamington	305	5	28 Mar.	D. S. Melville -	Schoolhouse, Lamington, Lanarkshire
Wiston and Roberton	497	5	26 „	A. Smith -	Hartside, Lamington, Lanarkshire.
[18.] LINLITHGOW.	53,532				
Abercorn - -	868	5	5 June	R. Amos -	Philipstoun, Linlithgowshire.
BATHGATE (Town) -	5,331	7	12 Apr.	J. Gardner -	Bathgate.
Bathgate (Landward)	6,028	7	1 „	T. Dodds -	Bathgate.
‡Borrowstounness and Carriden.	8,852	9	18 Mar.	R. J. Jamieson	School Board Office, Bo'ness, Linlithgowshire
Dalmeny - -	2,880	7	22 Mar.	J. Gillespie -	Queensferry.
Ecclesmachan -	506	5	20 „	G. D. Shepherd	The Manse, Ecclesmachan, Linlithgow.
Kirkliston - -	3,777	7	6 June	T. Scott -	Priest Mill, Kirkliston, Linlithgowshire.
LINLITHGOW (Burgh)	4,155	7	12 Apr.	A. Turnbull -	Hillside, Linlithgow.
Linlithgow (Landward)	3,365	7	18 „	J. Russell -	Linlithgow.
Livingstone - -	1,616	5	4 „	L. Gilbertson -	30, Hopetoun Street, Bathgate.
Torphichen - -	1,724	5	15 „	J. Gardner -	36, Jarney Street, Bathgate.
Uphall - -	8,653	7	29 Mar.	T. Hislop -	Broxburn, Edinburgh.
Whitburn - -	5,782	7	22 „	D. J. Mitchell -	Parochial Board Office, Whitburn, Linlithgowshire.
[5.] NAIRN.	8,516				
Ardclach - -	942	5	16 Apr.	W. Murdoch -	12, High Street, Nairn.
Auldearn - -	1,315	5	7 May	A. J. Mackintosh	Auldearn, Nairn.
Cawdor - -	1,009	5	2 Apr.	J. Mill -	Caledonian Bank, Nairn.
NAIRN (Burgh) -	4,014	7	29 Mar.	H. T. Donaldson	Nairn.
Nairn (Landward) -	1,236	5	15 Apr.	W. Malcolm -	87, High Street, Nairn.
[19.] ORKNEY.	30,453				
*Cross and Burness (including North Ronaldshay).	1,585	7	10 Oct.†	W. Muir - (*Clerk to the combined Board*).	Templehall, Sanday, Orkney.
Evie and Rendall -	1,233	5	9 Apr.	J. Sinclair (int.)	Upper Quoys, Evie, Orkney.
Firth and Stennis -	1,325	5	21 Mar.	W. Sinclair -	Finstown, Orkney.
Harray and Birsay -	2,396	7	19 „	T. Brown -	Hundland, Birsay, Orkney.
Hoy - - -	950	5	8 Apr.	J. Sinclair -	Hoy, Orkney.
Hoy and Graemsay -	537	5	22 „	G. Ritch -	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh) -	3,926	7	7 Mar.	W. Cowper -	Kirkwall.
Kirkwall (Landward) and St. Ola.	829	5	28 „	W. Cowper -	Kirkwall.
*Lady - - -	845	5	21 „	W. Muir -	Templehall, Sanday, Kirkwall

* School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for all school purposes under the Act.

† Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

‡ United under §51 of Local Government (Scotland) Act, 1889, and §46 of the Local Government (Scotland) Act, 1894.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1873.		
North Ronaldshay (part of Cross and Burness).	—	—	—	——	——
Orphir - - -	1,001	5	7 Apr.	J. Mackay -	Orphir, Kirkwall.
Rousay and Egilshay -	988	5	8 „	J. G. Craigie -	Wasbister, Rousay, Orkney.
St. Andrews and Deerness	1,607	5	16 „	W. P. Drever -	Kirkwall.
Sandwick - -	972	5	19 Mar.	W. Smith -	Newark, Sandwick, Stromness, Orkney.
Shapinsay - -	903	5	18 Feb.	W. Robertson -	Balfour, Kirkwall.
South Ronaldshay and Burray.	3,059	7	11 Apr.	W. B. Struthers	St. Margaret's Hope, R.S.O. Kirkwall.
Stromness - - -	2,333	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
Stronsay and Eday -	2,014	7	19 „	R. Miller -	Stronsay, Kirkwall.
Walls and Flotta -	1,505	7	25 „	R. Malcolmson -	Longhope, Kirkwall.
Westray and Papa Westray.	2,445	5	28 „	J. Logie -	Pierowall, Westray, Kirkwall.
[14.] PEEBLES.	14,722				
Drumelzier - -	187	5	19 Apr.	J. Scott -	Drumelzier, Biggar.
Eddleston - -	571	5	29 Mar.	C. Gillespie -	Eddleston, Peeblesshire.
Innerleithen - -	4,133	7	29 „	J. S. Smail -	Innerleithen, Peeblesshire.
Kilbucho, Broughton, and Glenholm.	676	5	22 Apr.	A. Henderson -	Broughton, Peeblesshire.
Kirkurd - -	265	5	14 May	J. Runciman -	Kirkurd, Dolphinton, Peeblesshire.
Lyne and Megget -	104	5	9 Apr.	D. McPherson -	Bank of Scotland, Peebles.
Manor - - -	249	5	29 Mar.	D. McPherson -	Bank of Scotland, Peebles.
Newlands - -	715	5	3 May	A. Brown -	Solicitor, Peebles.
Peebles (including Burgh)	5,261	7	19 Apr.	W. Lyon -	Bank of Scotland, Peebles.
Skirling - -	216	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo - - - -	433	5	14 Mar.	A. Jervis -	The Schoolhouse, Stobo, Peeblesshire.
Traquair - -	700	5	22 „	T. Young -	Bank of Scotland, Innerleithen, Peeblesshire.
Tweedsmuir - -	207	5	1 Apr.	J. Yellowlees -	Tweedsmuir, Broughton.
West Linton - -	1,005	5	3 May	Rev. W. W. Aitken	Carlops, Penicuick.
[80.] PERTH.	123,008				
Aberdalgie - -	280	5	3 Apr.	A. Cairns -	75, George Street, Perth.
Aberfoyle - -	943	5	15 „	T. Forbes -	Craiguchty, Aberfoyle, Stirling.
Abernethy - -	1,550	5	19 Mar.	J. Bennett -	Abernethy, Newburgh, Fife.
Abernyte - -	263	5	15 Apr.	Rev. W. L. Milroy.	Abernyte Manse, Inchture, Perthshire.
Alyth (including Town)	3,324	7	28 „	J. Reid - -	Alyth, Perthshire.
Amulree - -	390	5	27 Mar.	J. MacNaughton	Bank of Scotland House, Dunkeld.
Ardoch - -	959	5	7 Apr.	W. Thomson -	Bank of Scotland, Callander.
Arngask - -	564	5	17 „	J. Melville -	Arngask, Damhead, Kinross.
Auchterarder (including Town).	3,494	7	10 „	A. G. Reid -	Auchterarder.
Auchtergaven - -	2,081	5	8 „	P. Brough -	Bankfoot, Perth.
Balquhidder - -	612	5	24 „	W. Thomson -	Bank of Scotland, Callander.
Bendochy - -	529	5	29 Mar.	J. B. Miller -	Blairgowrie.
Blackford - -	1,522	5	5 Apr.	A. G. Reid -	Auchterarder.
Blair Athol - -	1,597	5	9 „	J. Stewart -	Union Bank, Blair Athol.
Blairgowrie (including Town).	4,510	7	15 Mar.	R. Robertson -	Blairgowrie.
Blairingone - -	413	5	12 Apr.	A. Grassie -	The Thorn, Dollar, Clackmannanshire.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Callander - -	2,012	5	25 Mar.	W. Thomson -	Callander, Perthshire.
Capeth (part of) -	1,179	5	10 Apr.	R. Miller -	Spittalfield, Dunkeld.
Cargill - -	1,318	5	25 Mar.	J. Craig (int.) chairman.	Burrelton, Coupar Angus.
Clunie - -	574	5	28 Apr.	R. Robertson -	Solicitor, Blairgowrie.
Collace - -	419	5	24 Mar.	A. Ritchie -	Whitefield, Guildtown, Perth.
Comrie - -	1,591	5	16 Apr.	P. Brough -	Comrie, Crieff.
Coupar Angus -	2,496	7	29 Mar.	T. Saunders -	Calton Street, Coupar Angus.
Crieff (including Town)	5,285	7	1 May	M. Finlayson -	Crieff.
Dron - - -	298	5	15 Mar.	Mackenzie and Dickson.	Solicitors, Perth.
Dull - - -	2,316	5	14 Apr.	D. Macdiarmid -	Bank of Scotland, Aberfeldy.
Dunbarney - -	529	5	22 Mar.	Wm. Duncan -	May Cottage, Bridge of Earn.
Dunblane - -	3,220	7	21 „	W. Thomson -	Bank of Scotland, Callander.
Dunkeld and Dowally (School district comprising Dunkeld and Dowally and part of Capeth)*	1,074	5	7 Apr.	R. McGillewie -	Dunkeld.
Dunning - -	1,345	5	26 Mar.	W. Henderson, junr.	Dunning, Perth.
Erro - - -	2,158	7	6 „	W. Goodall -	Union Bank of Scotland, Errol, Perthshire.
Findo Gask - -	361	5	12 Apr.	H. Robertson -	Findo Gask, Auchterarder.
Forgandenny - -	575	5	29 Mar.	C. Lumsden -	Mackerstoun, Forgandenny, Bridge of Earn.
Forteviot - - -	538	5	5 Apr.	G. Mackie -	Invermay, Bridge of Earn, Perth.
Fortingall - -	476	5	27 Mar.	P. Haggart -	Keltneyburn, Fortingall, Aberfeldy.
Fowlis Wester - -	968	5	18 Mar.	M. Finlayson -	Crieff.
Gartmore - -	816	5	5 Apr.	R. Knaggs -	Gartmore, Stirling.
Glendevon - -	141	5	26 „	W. N. Russell -	The Schoolhouse, Glendevon Dollar, Clackmannanshire.
Inchture - -	624	5	8 Mar.	D. J. Tweedie -	Reform Street, Dundee.
Innerwick (Glenlyon)	297	5	14 „	P. Gorrie -	Bridge of Balgie, Glenlyon, Aberfeldy.
Kenmore - -	1,394	5	17 Apr.	Rev. J. B. Mackenzie (int.).	The Manse, Kenmore, Aberfeldy.
Killin - - -	2,402	5	16 „	R. A. Robertson	Bank of Scotland, Killin, Stirling.
Kilmadock - -	2,760	7	28 Mar.	J. A. McLean -	Doune, Perthshire.
Kilspindie - -	630	5	17 „	Mackenzie and Dickson.	Perth.
Kincardine - -	1,277	5	12 Apr.	W. Forrester -	Thornhill, Stirling.
Kinclaven - -	613	5	8 „	Rev. H. K. Reekie	Kinclaven Manse, Stanley, Perthshire.
Kinfauns - -	562	5	5 Mar.	Mackenzie and Dickson.	Perth.
Kinloch Rannoch -	837	5	28 Apr.	D. Macdiarmid -	Bank of Scotland, Aberfeldy.
Kinnaird - -	228	5	19 Mar.	Mackenzie and Dickson.	Perth.
Kinnoull -	328	5	29 „	J. Moir -	22, St. John's Street, Perth.
Kirkmichael -	697	5	26 Apr.	J. Mackenzie -	Kirkmichael, Blairgowrie.
Lecropt -	278	5	24 Mar.	J. Wilson -	Lecropt, Bridge of Allan.
Lethendy and Kinloch -	343	5	19 Apr.	J. Arnott -	Kinloch, Blairgowrie.
Little Dunkeld -	1,914	5	20 Mar.	J. A. Harris -	Inchewan, Birnam, Perthshire.
Logierait - -	1,773	5	5 May	J. McIntosh -	Logierait, Ballinluig.
Longforgan -	1,779	5	26 Mar.	T. C. Boyd -	104, Commercial Street, Dundee.
Monzievaird -	483	5	26 „	M. Finlayson -	Crieff.
Moulin - -	924	5	5 Apr.	T. N. Tasker -	Ellangowan, Moulin.

* Date of first election for School District, 12th July 1890.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Methven	1,747	5	4 Mar.	J. Bullions	Main Street, Methven, Perth.
Moneydie	251	5	17 „	Rev. A. Milroy, D.D.	The Manse, Moneydie, Perth.
Monzie	501	5	3 Apr.	J. Stalker	SchoolhouseLogiealmond,Perth.
Monzievaird & Strowan	568	5	5 „	A. Hill	Monzievaird, Crieff.
Moulin	2,203	5	26 „	J. Mitchell	Pitlochry.
Muckart	539	5	29 Mar.	H. Sinclair	Muckart, Dollar, Clackmannanshire.
Muthill	1,612	5	5 Apr.	P. Edington	Thornhill, Muthill, Perthshire.
Persie	596	5	5 „	J. B. Miller	Blairgowrie.
PERTH (Burgh)	29,919	9	5 „	P. Martin	Tay Street, Perth.
Perth, East Parish (Landward).	277	5	21 May	J. M. Gloag	British Linen Bank House, Perth.
Port of Monteith	665	5	5 Apr.	W. McMichael	Port of Monteith, Stirling.
Rattray	2,667	7	12 „	J. B. Miller	Blairgowrie.
Redgorton	1,369	5	5 „	J. Watson	Park House, Feus Stanley, Perthshire.
Rhynd	270	5	29 Mar.	A. Cairns	British Linen Bank House, Perth.
St. Madoes	420	5	10 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.
St. Martins	871	5	5 Apr.	G. Davidson	Balbeggie, Perth.
Scone	2,100	5	5 „	J. Mackay	11, Muirhall Terrace, Perth.
Tenandry	389	5	29 „	J. Marshall	Tenandry, Perth.
Tibbermore	1,692	5	15 „	R. Jack	Tibbermore, Perth.
Trinity Gask	386	5	23 „	M. Finlayson	Crieff.
Trossachs	371	5	29 Mar.	W. McMichael	Callander, Perthshire.
Weem	437	5	24 Apr.	A. T. Ross	Schoolhouse, Weem, Aberfeldy.
[23.] RENFREW	246,146				
*Cathcart	16,509	9	12 Apr.	W. B. Crawford	157, West George Street, Glasgow.
Eaglesham	1,207	5	25 Mar.	W. Browning	Eaglesham, Glasgow.
Eastwood	15,887	9	28 Feb.	R. Guy	57, King Street, Pollokshaws, Glasgow.
Erskine	1,691	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
Gourock	5,521	7	20 „	M. F. Dunlop	2, Church Place, Greenock.
GREENOCK (Burgh)	61,268	11	5 Apr.	G. Williamson	Municipal Buildings, Wallace Place, Greenock.
Greenock, East Parish (Landward), (including Port Glasgow, Landward).	1,783	5	9 May	G. Murray	2, Church Place, Greenock.
Greenock, West Parish (Landward).	318	5	8 „	W. McClure, junr.	Mansion House, Greenock.
Houston and Killallan	1,946	5	22 Mar.	J. Y. King	213, West George Street, Glasgow.
Inchinnan	567	5	12 Apr.	J. C. Crawford	The Schoolhouse, Inchinnan, Renfrew.
Inverkip	885	5	31 Mar.	M. F. Dunlop	2, Church Place, Greenock.
Kilbarchan	7,111	7	5 Apr.	J. McN. Porteous.	Kilbarchan, Johnstone.
Kilmalcolm	3,649	7	5 „	J. C. Hine	Royal Bank, Kilmalcolm.
Levern	2,772	5	29 Mar.	J. Niven	Hurlet, Glasgow.
Lochwinnoch	3,477	7	26 Apr.	W. Logan	Lochwinnoch, Renfrewshire.
*Mearns	3,426	7	24 Mar.	J. Wright	Mearns, Glasgow.

* Busby Combination. *See* Carmunnock (Lanark).

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
Neilston - -	11,374	9	3 May	J. Watson -	Bank of Scotland, Barrhead, Glasgow.
PAISLEY (Burgh) -	66,425	11	23 Apr.	T. Mac Robert, junior, and W. Hutchison.	County Buildings, Paisley.
Paisley (Landward) -	14,958	9	9 May	J. B. Stirling	28, High Street, Johnstone.
PORT GLASGOW (Burgh)	14,685	9	25 Mar.	J. Hood -	Clydesdale Bank Buildings, Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	—	—
RENFREW (Burgh) -	6,062	7	12 Apr.	W. Miller -	61, Hairst Street, Renfrew, Parsley.
Renfrew (Landward) -	3,245	5	10 May	J. R. Parker -	70, Fulbar St., Renfrew, Paisley
Skelmorlie - -	1,380	5	28 Mar.	J. Fleck -	Largs.
[35.] ROSS AND CROMARTY.	78,727				
Alness - - -	1,039	5	24 Mar.	F. W. Macdonald	Teaninich, Alness, Ross-shire.
Applecross - -	1,786	5	13 May	J. Grant -	Shieldaig, Applecross, Lochcarron, Ross-shire.
Avoch - - -	1,817	5	7 „	R. J. Gillanders	Fortrose.
Barvas - -	6,494	7	26 Mar.	J. Ross -	Stornoway.
Carnoch - -	249	5	26 Apr.	W. Mackenzie -	Dingwall.
Contin - - -	592	5	15 Mar.	G. McLennan -	Achnasoul, Muir of Ord.
Cromarty (including Burgh).	2,007	5	12 „	A. H. Mackenzie	Cromarty.
Dingwall (including Burgh).	2,576	7	9 Apr.	J. McLennan -	Dingwall.
Edderton - -	642	5	15 Sept.*	J. Stephen -	Glenmorangie, Tain.
Fearn - -	1,900	5	25 Mar.	A. Wallace -	Tullich, Fearn, Ross-shire.
Fodderty - - -	1,897	5	3 Apr.	C. Fraser -	Westpark Cottage, Strathpeffer, Dingwall.
Fortrose (included in Rosemarkie).	—	—	—	—	—
Gairloch - -	4,181	9	30 Mar.	J. Mackintosh -	Poolewe, Ross-shire.
Glenshiel - -	394	5	5 May	J. Nicolson -	Fernfield, Stromeferry.
Killearnan - -	951	5	19 Apr.	G. Maclennan -	Achnasoul, Muir of Ord.
Kilmuir Easter -	1,024	5	27 Mar.	W. L. Stuart -	Manse, Kilmuir Easter, Parkhill, Ross-shire.
Kiltearn - -	1,301	5	11 Apr.	G.S.M.Mackintosh	Evanton.
Kincardine - -	1,417	7	8 „	J. M. Ross -	Ardgay.
Kinloch-luichart -	630	5	8 „	G. Maclennan -	Achnasoul, Muir of Ord.
Kintai - -	588	5	14 „	J. Nicolson -	Fernfield, Stromeferry.
Knockbain - -	1,667	5	2 „	D. Stuart -	Batnakyle, Munlochy, Inverness.
Lochalsh - -	1,868	5	12 „	C. Falconer -	Balmacara, Lochalsh.
Lochbroom - -	3,910	9	22 „	K. Cameron -	Ullapool, Ross-shire.
Lochcarron - -	1,642	5	15 „	T. Ritson -	Caledonian Bank, Lochcarron, Ross-shire.
Lochs - -	4,676	7	28 Mar.	J. Ross -	Stornoway.
Logie Easter - -	870	5	14 Apr.	A. Wills -	Invergordon, Ross-shire.
Nigg - - -	930	5	12 „	J. Ross -	Stafford Street, Tain.

* Date of nomination by Board of Education. Election, which took place on 21st March, declared void by Sheriff.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ROSS AND CROMARTY—*cont.*			1873.		
Resolis	1,339	5	14 Mar.	E. Scott	Cullicudden, Conon Bridge, Ross-shire.
Rosemarkie (including Fortrose).	1,343	5	7 Apr.	J. Henderson	Fortrose, Inverness.
Rosskeen	3,480	7	26 Mar.	A. Wills	Invergordon, Ross-shire.
Stornoway (including Town).	11,799	7	3 Apr.	J. Ross	Stornoway.
Tain (including Burgh)	2,818	7	10 Apr.	J. McDonald	19, Castle Brae, Tain.
Tarbat	1,703	5	20 May	J. Ross	Meikle Tarrel, Fearn.
Uig	4,621	7	31 Mar.	J. Ross	Stornoway.
Urquhart and Logie Wester.	2,328	7	13 „	A. MacDonald	Conon Bridge, Ross-shire.
Urray	2,248	5	26 Apr.	D. Maclean	Fairburn Muir, Muir of Ord.
[32.] ROXBURGH.	53,186				
Ancrum	1,241	5	5 Apr.	A. G. Catto	Myrescroft, Ancrum, Jedburgh.
Bedrule	246	5	22 Mar.	Rev. I. Stevenson	The Manse, Bedrule, Jedburgh.
Bowden	694	5	20 „	R. Dunn	Melrose.
Castleton	2,023	5	15 Apr. 1876.	A. Thomson	Bank, New Castleton.
Cavers	1,531	7	22 Apr. 1873.	W. Haddon	Hawick.
Crailing	600	5	7 Apr.	G. Fargie	Kelso.
Eckford	757	5	24 Mar.	A. W. Main	Kelso.
Edgerston	289	5	11 Apr.	J. C. Stevenson	County Buildings, Jedburgh.
Ednam	581	5	22 Mar.	D. Pringle	Ednam, Kelso.
HAWICK (Burgh)	19,204	9	8 Apr.	J. Oliver	Hawick.
Hawick (Landward)	1,352	5	10 „	G. Grier	3, Oliver Place, Hawick.
Hobkirk	631	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Hawick.
Hownam	223	5	22 Mar.	J. Cuthbert	Hownam, Kelso.
JEDBURGH (Burgh)	3,397	7	27 „	J. McDougall	Exchange Buildings, Jedburgh.
Jedburgh (Landward)	1,188	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso	4,739	7	15 Mar.	W. Robson	Kelso.
Lilliesleaf	649	5	12 Apr.	W. Haddon	Hawick.
Linton	468	5	5 „	J. Cook	The Schoolhouse, Linton, Kelso.
Makerstoun	401	5	17 „	J. Porteous	Coldstream.
Maxton	473	5	3 „	T. Laurie	St. Boswells, Roxburghshire.
Melrose	4,882	7	12 „	J. C. Monro	Melrose.
Minto	430	5	19 „	T. Ainslie	1, Linden Terrace, Hawick.
Morebattle	846	5	22 Mar.	H. Peattie	Broomlands, Kelso.
Oxnam	684	5	9 Apr.	J. D. Little	Oxnam, Jedburgh.
Robertor	455	5	28 Mar.	J. Carmichael	Oliver Place, Hawick.
Roxburgh	945	5	11 „	A. W. Main	Kelso.
St. Boswells	962	5	22 „	T. Lawrie	St. Boswells, Roxburghshire.
Smailholm	340	5	27 „	J. Brown	Smailholm, Kelso.
Southdean	612	5	3 May	R. Cunningham	Southdean, Hawick.
Sprouston	1,006	5	18 Mar.	H. Peattie	10, Wood Market, Kelso.
Teviothead	453	5	22 Apr.	R. Purdom	Hawick.
Yetholm	884	5	5 „	A. Stewart	15*a*, Castle Street, Edinburgh.

Parish or Burgh.	Population in 1891.	No of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[9.] SELKIRK.	27,700		1873.		
Ashkirk - -	479	5	15 Sept.*	A. Waldie -	Ashkirk, Hawick.
Caddonfoot - -	728	5	30 Apr.	J. Pollok -	Selkirk.
Ettrick - -	414	5	10 May	A. MacLaren -	School House, Ettrick.
Galashiels (Burgh) -	17,252	9	22 Mar.	A. D. Robson -	Galashiels.
Galashiels (Landward)	533	5	29 „	W. Little -	Galashiels.
Kirkhope - -	500	5	15 Apr.	J. Macaulay -	Selkirk.
Selkirk (Burgh) -	5,662	7	22 Mar.	C. Alexander -	Selkirk.
Selkirk (Landward) -	1,576	5	2 Apr.	J. Macaulay -	Selkirk.
Yarrow - -	561	5	10 „	C. Alexander -	Selkirk.
[12.] SHETLAND.	28,711				
Bressay - -	302	5	22 Apr.	R. D. Ganson -	Lerwick.
Delting - -	1,512	5	15 „	R. Robertson -	Westerscord, Voe, Lerwick.
Dunrossness - -	3,752	7	28 Mar.	C. G. D. Irvine	Sumburgh, Shetland.
Fetlar - - -	363	7	1 May	J. Hughson -	Hubie, Fetlar, Shetland.
Lerwick - -	5,757	9	15 Apr.	R. D. Ganson -	Lerwick.
Nesting, Lunnasting, Whalsay, and Skerries.	2,589	7	23 Apr.	J. Irvine -	Symbister, Whalsay, Lerwick.
Northmavine - -	2,197	7	26 Mar.	R. A. Mouat -	Burrland, Sullam. Shetland.
Sandsting and Aithsting	2,562	7	18 Apr.	P. Thomson -	Garderhouse, Sandsting, Lerwick
Tingwall, Whiteness, and Weisdale.	2,329	7	9 May	R. Inkster -	Scalloway, Lerwick.
Unst - - -	2,280	7	9 „	I. A. Foubister	Lund, Uyasound, Unst.
Walls, Sandness, Papa, and Foula.	2,057	7	9 „	J. R. Laurenson	Bayhall, Walls, Lerwick.
Yell - - -	2,511	7	6 May	J. N. Barclay -	Mid Yell, Lerwick.
[26.] STIRLING.	117,530				
Airth - - -	1,325	5	21 Apr.	B. Watson -	Falkirk.
Baldernock - -	553	5	5 „	J. Gibson -	Baldernock, Torrance, Glasgow.
Balfron - -	1,203	5	8 Mar.	J. Henry -	Balfron, Glasgow.
Bothkennar - -	2,025	5	9 Apr.	W. M. Anderson	Grangemouth.
Buchanan - -	658	5	20 „	W. W. Murray	Catter House, Drymen, Glasgow.
Campsie - -	5,338	7	10 „	J. Robertson -	Lennoxtoun, Glasgow.
Denny - -	6,373	7	7 „	J. S. Davidson -	Bank of Scotland, Denny.
Drymen - -	1,099	5	22 Mar.	R. Houston -	Royal Bank, Drymen.
Dunipace - -	1,716	5	3 May	A. Stark -	Dunipace, Denny.
Falkirk (Burgh) -	16,620	9	29 Mar.	T. Gibson -	Falkirk.
Falkirk (Landward) -	9,540	7	12 Apr.	B. Watson -	Falkirk.
Fintry - - -	357	5	19 Mar.	J. Henry -	Balfron, Glasgow.
Gargunnock -	674	5	18 „	J. Paterson -	Gargunnock, Stirling.
Grangemouth (School District, § 17, parts of Falkirk, Bothkennar, and Polmont).	6,354	7	21 June	W. S. Sharp -	Grange Street, Grangemouth.
Kilmaronock - -	1,182	5	29 Mar	J. Henry -	Balfron, Glasgow.
Kilsyth (Town) -	6,131	7	7 Apr.	D. Stark -	Howe Road, Kilsyth, Glasgow.
Kilsyth (Landward) -	1,293	5	2 May	R. M. Lennox -	Kilsyth, Glasgow.
Kippen - -	1,486	5	29 Mar.	A. Cross -	Claymires, Port of Menteith Station, Stirling.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 24th March.

Parish or Burgh.	Population in 1891.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*			1873.		
Larbert - -	8,340	7	19 Apr.	R. Taylor -	46, Barnton Place, Stirling.
Logie - -	4,252	7	15 Mar.	R. A. Hill -	Bridge of Allan.
Muiravonside -	3,671	7	29 „	T. Wilson -	Maddiston, Linlithgow.
Polmont - -	4,707	7	26 „	A. Allan -	The Cross, Falkirk.
St. Ninian's - -	6,663	7	29 „	Philp & Dobbie	3, Port Street, Stirling.
Slamannan - -	7,221	7	10 „	A. Allan -	The Cross, Falkirk.
*STIRLING (Burgh) -	17,078	9	8 „	J. Brown -	10, Barnton Street, Stirling.
Strathblane - -	1,671	5	25 Apr.	J. Henry -	Balfron, Glasgow.
[13.] SUTHERLAND.	21,896				
Assynt - -	2,551	7	5 May	J. Gordon -	Lochinver, Lairg.
Clyne - -	1,713	5	21 Mar.	G. Adams -	Brora, Sutherlandshire.
Creich - -	2,013	7	1 May	D. Shaw -	Caledonian Bank, Bonar Village, Sutherland.
Dornoch (including Burgh).	2,331	7	17 Apr.	I. Mackintosh -	Dornoch, Sutherlandshire.
Durness - -	960	5	13 May	R. Swanson -	Sangomore, Durness, Scourie, Lairg.
Eddrachillis - -	1,409	5	8 „	J. Simpson -	Scourie, Lairg.
Farr - - -	2,750	7	25 Apr.	Rev. W. Calder	The Manse, Strathy, Thurso.
Golspie - -	1,451	5	20 Mar.	D. Peters -	County Buildings, Dornoch.
Kildonan - -	1,828	5	31 „	J. J. Hill -	Helmsdale, Sutherlandshire.
Lairg - - -	1,169	5	27 „	A. Gray -	Culmallie, Lairg.
Loth - - -	528	5	29 „	J. J. Hill -	Helmsdale, Sutherlandshire.
Rogart - -	1,268	5	25 June	A. H. Macaulay	Solicitor, Golspie.
Tongue - -	1,925	5	28 Apr.	W. Morrison -	Borgie, Bettyhill, Thurso.
[18.] WIGTOWN.	35,880				
Glasserton - -	1,154	5	15 May	R. C. Lawrie -	Whithorn, Wigtownshire.
Inch - - -	2,161	7	29 Mar.	J. Wither -	Lochryan Place, Stranraer.
Kirkcolm - -	1,518	5	27 „	D. Wallace -	Kirkcolm, Stranraer.
Kirkcowan - -	1,263	5	20 May	J. Millar -	Kirkcowan, Wigtownshire.
Kirkinner - -	1,455	5	31 „	J. Christison -	Barglass, Kirkinner, Wigtownshire.
Kirkmaiden - -	2,192	7	5 Apr.	J. Ferguson -	Bank Buildings, Drummore, Wigtownshire.
Leswalt - -	1,170	5	3 May	A. Aitken -	Stranraer.
Mochrum - -	2,166	5	28 „	P. Galloway -	Port William, Wigtownshire.
New Luce - -	588	5	27 Mar.	R. McJannet -	Mains of Lairg, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce	2,517	7	27 „	G. Templeton -	Glenluce, Wigtownshire.
Penninghame -	3,411	7	4 Apr.	R. Carson -	Newton Stewart.
Portpatrick - -	1,136	5	22 Mar.	J. Taylor -	The Schoolhouse, Portpatrick, Wigtownshire.
Sheuchan - -	205	5	7 June	J. M. Adair -	North Strand Street, Stranraer.
Sorbie - -	1,563	5	21 May	J. Fingland -	Garlieston, Wigtownshire.
Stoneykirk - -	2,703	7	4 Mar.	J. McCaig -	Mye, Stranraer.
STRANRAER (Burgh) -	6,193	7	25 „	J. S. Carnochan	Prince's Street, Stranraer.
Whithorn - -	2,574	7	20 May	A. MacVea -	Whithorn, Wigtownshire.
Wigtown - -	1,911	5	19 „	J. Clark -	Wigtown.

* Including Stirling (Landward), now abolished as a separate school district.

INDEX.

Parish or Burgh.	County.
Abbey St. Bathans	Berwick.
Abbotshall	Fife.
See Kirkcaldy.	
Abdie	"
Abercorn	Linlithgow.
Aberdalgie	Perth.
Aberdeen (Burgh)	Aberdeen.
Aberdour	"
Aberdour	Fife.
Aberfoyle	Perth.
Aberlady	Haddington.
Abernlemno	Forfar.
Aberlour	Banff.
Abernethy	Perth.
Abernethy and Kinmylies	Inverness.
Abernyte	Perth.
Abertarff	Inverness.
See Boleskine and Abertarff.	
Aboyne and Glentanner.	Aberdeen.
Acharacle	Argyll.
Airdrie (Burgh)	Lanark.
Airlie	Forfar.
Airth	Stirling.
Aithsting	Shetland.
See Sandsting and Aithsting.	
Alford	Aberdeen.
Alloa (Town)	Clackmannan.
Alloa (Landward)	"
Alloway	Ayr.
Alness	Ross.
Alva	Clackmannan.
Alvah	Banff.
Alves	Elgin.
Alvie	Inverness.
Alyth	Perth.
Amulree	"
Ancrum	Roxburgh.
Annan	Dumfries.
Anstruther, Easter	Fife.
Anstruther, Wester	"
Anwoth	Kirkcudbright.
Applecross	Ross.
Applegarth and Sibbaldie.	Dumfries.
Appin	Argyll.
See Lismore and Appin.	
Arbirlot	Forfar.
Arbroath (Burgh)	"
Arbroath (Landward).	"
See St. Vigeans's.	
Arbuthnott	Kincardine.
Ardallie	Aberdeen.
Ardchattan and Muckairn.	Argyll.
Ardclach	Nairn.
Ardersier	Inverness.
Ardgour	Argyll.
Ardnamurchan	"
Ardoch	Perth.
Ardrossan	Ayr.
Arisaig and Moidart	Inverness.
Arngask	Perth.
Arrochar	Dumbarton.
Ashkirk	Selkirk.
Assynt	Sutherland.
Athelstaneford	Haddington.
Auchindoir and Kearn.	Aberdeen.
Auchinleck	Ayr.
Auchterarder	Perth.
Auchterderran	Fife.
Auchtergaven	Perth.
Auchterhouse	Forfar.
Auchterless	Aberdeen.
Auchtermuchty	Fife.
Auchtertool	"
Auldearn	Nairn.
Avoch	Ross.
Avondale	Lanark.
Ayr (Burgh)	Ayr.
Ayr (Landward)	"
Ayton	Berwick.
Baldernock	Stirling.
Balfron	"
Ballantrae	Ayr.
Ballingry	Fife.
Balmaclellan	Kirkcudbright.
Balmaghie	"
Balmerino	Fife.
Balquhidder	Perth.
Banchory-Devenick	Kincardine.
Banchory-Ternan	"
Banff (Burgh)	Banff.
Banff (Landward)	"
Bargrennan	Kirkcudbright.
Barony	Lanark.
See Springburn.	
Barr	Ayr.
Barra	Inverness.
Barry	Forfar
Barvas	Ross.
Bathgate (Town)	Linlithgow.
Bathgate (Landward).	"
Beath	Fife.
Bedrule	Roxburgh.
Beith	Ayr.
Belhelvie	Aberdeen.
Bellie	Elgin.
Berriedale	Perth.
Benholm	Kincardine.
Benvie	Forfar.
See Liff, &c.	
Berwick	Kincardine.
Biggar	Lanark.
Birnie	Elgin.
Birsay	Orkney.
See Harray and Birsay.	
Birse	Aberdeen.
Blackford	Perth.
Blair Athol	"
Blairgowrie	"
Blairingone	"
Blantyre	Lanark.
Boharm	Banff.
Boleskine and Abertarff.	Inverness.
Bolton	Haddington.
Bonhill	Dumbarton.
Borgue	Kirkcudbright.
Borrowstounness	Linlithgow.
Borthwick	Edinburgh.
Bothkennar	Stirling.
Bothwell	Lanark.
Botriphnie	Banff.
Bourtie	Aberdeen.
Bowden	Roxburgh.
Bower	Caithness.
Boyndie	Banff.
Bracadale	Inverness.
Braemar	Aberdeen.
See Crathie and Braemar.	
Brechin (Burgh)	Forfar.
Brechin (Landward)	"
Bressay	Shetland.
Broughton	Peebles.
See Arbuthnott, Bervie, and Garvock.	
Broughty Ferry	Forfar.
Town.	
Bruntisfield	Dumfries.
Buchan	Stirling.
Buckie	Banff.
See Rathven.	
Buittle	Kirkcudbright.
Bunkle and Preston	Berwick.
Burness	Orkney.
See Cross and Burness.	
Burntisland Burgh	Fife.
Burntisland (Landward).	"
Burray	Orkney.
See South Ronaldshay and Burray.	
Cabrach	Banff.
Cadder	Lanark.
Caddonfoot	Selkirk.
Caerlaverock	Dumfries.
Cairney	Aberdeen.
Calderhead	Lanark.
Callander	Perth.
Cambuslang	Lanark.
Cambusnethan	"
Cameron	Fife.
Campbeltown (Burgh)	Argyll.
Campbeltown (Landward).	"
Campsie	Stirling.
Canisbay	Caithness.
Canonbie	Dumfries.
Capeldrae	Perth.
Cardross	Dumbarton.
Careston	Forfar.
Cargill	Perth.
Carluke	Lanark.
Carmichael	"
Carmunnock	"
Carmyllie	Forfar.
Carnbee	Fife.
Carnoch	Ross.
Carnock	Fife.
Carnwath	Lanark.
Carriden	Linlithgow.
See Bo'ness.	
Carrington	Edinburgh.
Carsphairn	Kirkcudbright
Carstairs	Lanark.
Castleton	Roxburgh.
Catheart	Renfrew.
Catterline	Kincardine
See Kinneff and Catterline.	
Cavers and Kirkton	Roxburgh.
Cawdor	Nairn.
Ceres	Fife.
Channelkirk	Berwick.
Chapel of Garioch	Aberdeen.
Clackmannan	Clackmannan.
Clatt	Aberdeen.
Cleish	Kinross.
Closeburn	Dumfries.
Clova	Forfar.
See Cortachy and Clova.	
Clunie	Perth.
Cluny	Aberdeen.

Parish or Burgh.	County.
Clyne	Sutherland.
Cockburnspath	Berwick.
Cockpen	Edinburgh.
Coldingham	Berwick.
Coldstream	"
Colinton	Edinburgh.
Coll	Argyll.
Collace	Perth.
Collessie	Fife.
Colmonell	Ayr.
Colonsay and Oronsay.	Argyll.
Colvend and Southwick.	Kirkcudbright.
Comrie	Perth.
Contin	Ross.
Corrie	Dumfries.
See Hutton and Corrie.	
Corsock	Kirkcudbright.
Corstorphine	Edinburgh.
Cortachy and Clova	Forfar.
Coull	Aberdeen.
Coupar Angus	Perth.
Covington and Thankerton.	Lanark.
Coylton	Ayr.
Craig	Forfar.
Craigie	Ayr.
Craignish	Argyll.
Crail	Fife.
Crailing	Roxburgh.
Cramond	Edinburgh.
Cranshaws	Berwick.
Cranston	Edinburgh.
Crathie and Braemar	Aberdeen.
Crawford	Lanark.
Crawfordjohn	"
Creich	Fife.
Creich	Sutherland.
Crichton	Edinburgh.
Crieff	Perth.
Crimond	Aberdeen.
Cromarty	Ross.
Cromdale	Elgin.
Cross and Burness	Orkney.
Crosshill	Ayr.
Crossmichael	Kirkcudbright.
Croy and Dalcross	Inverness.
Cruden	Aberdeen.
Cullen	Banff.
Culross	Fife.
Culsalmond	Aberdeen.
Culter	Lanark.
Cults	Fife.
Cumbernauld	Dumbarton.
Cumbrae	Bute.
Cumlodden	Argyll.
Cummertrees	Dumfries.
Cupar (Burgh)	Fife.
Cupar (Landward)	"
Currie	Edinburgh.
Dailly	Ayr.
Dairsie	Fife.
Dalarossie	Inverness.
See Moy and Dalarossie.	
Dalavich	Argyll.
See Kilchrenan and Dalavich.	
Dalcross	Inverness.
See Croy and Dalcross.	
Dalgetty	Fife.
Dalkeith (Town)	Edinburgh.
Dalkeith (Landward)	"
Dallas	Elgin.
Dalmellington	Ayr.
Dalmeny	Linlithgow.
Dalry	Ayr.
Dalry	Kirkcudbright.
Dalrymple	Ayr.
Dalserf	Lanark.
Dalton	Dumfries.
Dalziel	Lanark.
Daviot	Aberdeen.
Daviot and Dunlichity.	Inverness.
Deerness	Orkney.
See St. Andrew's and Deerness.	
Delting	Shetland.
Denny	Stirling.
Deskford	Banff.
Dingwall	Ross.
Dirleton	Haddington.
Dollar	Clackmannan.
Dolphinton	Lanark.
Dores	Inverness.
Dornoch	Sutherland.
Dornock	Dumfries.
Douglas	Lanark.
Dowally	Perth.
See Dunkeld and Dowally.	
Drainie	Elgin.
Dreghorn	Ayr.
Dron	Perth.
Drumblade	Aberdeen.
Drumelzier	Peebles.
Drumoak	Aberdeen.
Dryfesdale	Dumfries.
Drymen	Stirling.
Duddingston (Landward).	Edinburgh.
Duffus	Elgin.
Duirinish	Inverness.
Dull	Perth.
Dumbarton (Burgh)	Dumbarton.
Dumbarton (Landward).	"
Dumfries (Burgh)	Dumfries.
Dumfries (Landward).	"
Dun	Forfar.
Dunbar (Burgh)	Haddington.
Dunbar (Landward)	"
Dunbarney	Perth.
Dunblane	"
Dunbog	Fife.
Dundee (Burgh)	Forfar.
Dundee (Landward)	"
Dundonald	Ayr.
Dunfermline (Burgh).	Fife.
Dunfermline (Landward).	"
Dunino	"
Dunipace	Stirling.
Dunkeld and Dowally.	Perth.
Dunlichity	Inverness.
See Daviot and Dunlichity.	
Dunlop	Ayr.
Dunnet	Caithness.
Dunnichen	Forfar.
Dunning	Perth.
Dunnottar	Kincardine.
Dunoon and Kilmun	Argyll.
Dunrossness	Shetland.
Dunscore	Dumfries.
Duns	Berwick.
Dunsyre	Lanark.
Durisdeer	Dumfries.
Durness	Sutherland.
Durris	Kincardine.
Duthill and Rothiemurchus.	Inverness.
Dyce	Aberdeen.
Dyke	Elgin.
Dysart (Burgh)	Fife.
Dysart (Landward)	"
Eaglesham	Renfrew.
Earlston	Berwick.
Eassie and Nevay	Forfar.
East Calder	Edinburgh.
See Kirknewton and East Calder.	
East Kilbride	Lanark.
Eastwood	Renfrew.
Eccles	Berwick.
Ecclesmachan	Linlithgow.
Echt	Aberdeen.
Eckford	Roxburgh.
Eday	Orkney.
See Stronsay and Eday.	
Edderton	Ross.
Eddleston	Peebles.
Eddrachillis	Sutherland.
Edgerston	Roxburgh.
Edinburgh (City)	Edinburgh.
Edinkillie	Elgin.
Ednam	Roxburgh.
Edrom	Berwick.
Edzell	Forfar.
Egilshay	Orkney.
See Rousay and Egilshay.	
Elgin (Burgh)	Elgin.
Elgin (Landward)	"
Elie	Fife.
Ellon	Aberdeen.
Enzie	Banff.
Errol	Perth.
Erskine	Renfrew.
Eskdalemuir	Dumfries.
Ettrick	Selkirk.
Evie and Rendall	Orkney.
Ewes	Dumfries.
Eyemouth	Berwick.
Fala and Soutra	Edinburgh.
Falkirk (Burgh)	Stirling.
Falkirk (Landward).	"
Falkland	Fife.
Farnell	Forfar.
Farr	Sutherland
Fearn	Forfar.
Fearn	Ross.
Fenwick	Ayr.
Ferry-port-on-Craig	Fife.
Fetlar	Shetland.
Fettercairn	Kincardine.
Fetteresso and Rickarton.	"
Findo Gask	Perth.
Fintray	Aberdeen.
Fintry	Stirling.
Firth and Stennis	Orkney.
Flisk	Fife.
Flotta	Orkney.
See Walls and Flotta.	
Fodderty	Ross.
Fogo	Berwick.
Forbes	Aberdeen.
See Tullynessle and Forbes.	
Fordoun	Kincardine.
Fordyce	Banff.
Forfar (Burgh)	Forfar.
Forfar (Landward)	"
Forgan	Fife.
Forgandenny	Perth.
Forglen	Banff.
Forgue	Aberdeen.
Forres (Burgh)	Elgin.
Forres (Landward)	"
Forteviot	Perth.
Fortingall	"
Fortrose	Ross.
See Rosemarkie.	

Parish or Burgh.	County.
Fossoway and Tullibole.	Kinross.
Foula - - -	Shetland.
See Walls, &c.	
Foulden - - -	Berwick.
Foveran - - -	Aberdeen.
Fowlis Easter - -	Forfar.
Fowlis Wester - -	Perth.
[illegible] - -	Aberdeen.
Friockheim - -	Forfar.
Fyvie - - -	Aberdeen.
Gairloch - - -	Ross.
Galashiels (Burgh)	Selkirk.
Galashiels (Landward).	"
Galston - - -	Ayr.
Gamrie - - -	Banff.
Garmunnock - -	Stirling.
Gartly - - -	Aberdeen.
Gartmore - -	Perth.
Garvald - - -	Haddington.
[illegible] - -	[illegible]
Gigha and Cara -	Argyll.
[illegible] -	Kirkcudbright
Girvan (Town) -	Ayr.
Girvan (Landward) -	"
Gladsmuir - -	Haddington.
Glamis - - -	Forfar.
Glasgow (Burgh) -	Lanark.
Glass - - -	Aberdeen.
Glassary - - -	Argyll.
Glasserton - -	Wigtown.
Glassford - - -	Lanark.
Glenaray - - -	Argyll.
Glenbervie - -	Kincardine.
Glenbucket - -	Aberdeen.
Glencairn - -	Dumfries.
Glencorse - -	Edinburgh.
Glendevon - -	Perth.
Glenelg - - -	Inverness.
Glengairn - -	Aberdeen.
Glengarry - -	Inverness.
Glenholm - -	Peebles.
See Kilbucho, Broughton and Glenholm.	
Glenisla - - -	Forfar.
Glenluce - - -	Wigtown.
See Old Luce.	
Glenmoriston - -	Inverness.
See Urquhart and Glenmoriston.	
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes - -	Banff.
Glenshiel - - -	Ross.
Glentanner - -	Aberdeen.
See Aboyne and Glentanner.	
Golspie - - -	Sutherland.
Gordon - - -	Berwick.
Gourock - - -	Renfrew.
Govan - - -	Lanark.
Graemsay - -	Orkney.
See Hoy and Graemsay.	
Grange - - -	Banff.
Grangemouth - -	Stirling.
Greenlaw - - -	Berwick.
Greenock (Burgh) -	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitney -	Dumfries.
Guthrie - - -	Fife.
[illegible]	[illegible]

Parish or Burgh.	County.
Haddington (Landward).	Haddington.
Halfmorton - -	[illegible]
Halkirk - - -	[illegible]
Hamilton (Burgh) -	Lanark.
Hamilton (Landward).	"
Harray and Birsay -	[illegible]
[illegible] - -	[illegible]
Hawick (Burgh) -	[illegible]
Hawick (Landward)	"
Heriot - - -	[illegible]
Hobkirk - - -	[illegible]
Hoddam - - -	[illegible]
Holm - - -	[illegible]
Holywood - -	[illegible]
Houston and Killallan.	[illegible]
Hownam - - -	Roxburgh.
Hoy and Graemsay	[illegible]
Humbie - - -	[illegible]
Hume and Stitchell	[illegible]
Huntly - - -	[illegible]
Hutton - - -	[illegible]
Hutton and Corrie -	Dumfries.
[illegible] - - -	[illegible]
Inchinnan - -	[illegible]
Inchture - - -	[illegible]
Inishail - - -	Argyll.
See Glenorchy and Inishail.	
Innerleithen - -	[illegible]
Innerwick - -	[illegible]
Innerwick (Glenlyon).	[illegible]
Insch - - -	[illegible]
Iona - - - -	Inverness.
Inveraray (Burgh) -	Argyll.
See Glenaray.	
Inverarity - -	Forfar.
Inveravon - -	Banff.
Inverchaolain - -	Argyll.
Inveresk (Landward).	Edinburgh.
Invergowrie - -	Forfar.
See [illegible].	
Inverkeillor - -	[illegible]
Inverkeithing - -	[illegible]
Inverkeithny - -	[illegible]
Inverkip - - -	[illegible]
Inverness (Burgh) -	[illegible]
Inverness (Landward).	[illegible]
[illegible] - -	[illegible]
[illegible] - -	[illegible]
Irvine (Burgh) -	[illegible]
Irvine (Landward) -	"
[illegible] - -	[illegible]
[illegible] - -	[illegible]
Jedburgh (Burgh) -	Roxburgh.
[illegible] (Landward).	"
[illegible] - -	Dumfries.
[illegible] - -	Argyll.
[illegible] - -	[illegible]
[illegible] - -	[illegible]
[illegible] - -	[illegible]

Parish or Burgh.	County.
Kilvickeon - - *See Kilfinichen and Kilvickeon.*	Argyll.
Kilwinuing - -	Ayr.
Kincardine - - *See Abernethy and Kincardine.*	Inverness.
Kincardine - -	Perth.
Kincardine - -	Ross.
Kincardine O'Neil -	Aberdeen.
Kinclaven - -	Perth.
Kinfauns - - -	„
Kingarth - - -	Bute.
King Edward - -	Aberdeen.
Kinghorn - - -	Fife.
Kinglassie - - -	„
Kingoldrum - -	Forfar.
Kingsbarns - -	Fife.
Kingussie - -	Inverness.
Kininmonth - -	Aberdeen.
Kinkell - - - *See Keithhall and Kinkell.*	„
Kinloch - - - *See Lethendy and Kinloch.*	Perth.
Kinloch-Luichart -	Ross.
Kinloch-Rannoch -	Perth.
Kinloss - - -	Elgin.
Kinnaird - - -	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell - - -	Forfar.
Kinnellar - - -	Aberdeen.
Kinnettles - -	Forfar.
Kinnoull - - -	Perth.
Kinross - - -	Kinross.
Kintail - - -	Ross.
Kintore - - -	Aberdeen.
Kippen - - -	Stirling.
Kirkbean - - -	Kirkcudbright.
Kirkcaldy (Burgh) -	Fife.
Kirkcaldy (Landward) and Abbotshall.	„
Kirkcolm - - -	Wigtown.
Kirkconnel - -	Dumfries.
Kirkcowan - -	Wigtown.
Kirkcudbright -	Kirkcudbright.
Kirkden - - -	Forfar.
Kirkgunzeon - -	Kirkcudbright.
Kirkhill - - -	Inverness.
Kirkhope - - -	Selkirk.
Kirkinner - -	Wigtown.
Kirkintilloch (Town)	Dumbarton.
Kirkintilloch (Landward).	„
Kirkliston - -	Linlithgow.
Kirkmabreck - -	Kirkcudbright.
Kirkmahoe - -	Dumfries.
Kirkmaiden - -	Wigtown.
Kirkmichael - -	Ayr.
Kirkmichael - -	Banff.
Kirkmichael - -	Dumfries.
Kirkmichael - -	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald - -	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta -	„
Kirkton - - - *See Cavers.*	Roxburgh.
Kirkurd - - -	Peebles.
Kirkwall (Burgh) -	Orkney.
Kirkwall and St. Ola	„
Kirriemuir - -	Forfar.
Knockando - -	Elgin.
Knockbain - -	Ross.
Lady - - -	Orkney.
Ladykirk - -	Berwick.
Laggan - - -	Inverness.
Lairg - - -	Sutherland.
Lamington - - *See Wandell and Lamington.*	Lanark.
Lanark (Burgh) -	„
Lanark (Landward)	
Langholm - -	Dumfries.
Langton - - -	Berwick.
Larbert - - -	Stirling.
Largo - - -	Fife.
Largoward - -	„
Largs - - -	Ayr.
Larkhall - - -	Lanark.
Lasswade - -	Edinburgh.
Latheron - - -	Caithness.
Lauder - - -	Berwick.
Laurencekirk - -	Kincardine.
Leadhills - - -	Lanark.
Lecropt - - -	Perth.
Legerwood - -	Berwick.
Leith (Burgh) -	Edinburgh.
Leith, South (Landward).	„
Leochel-Cushnie -	Aberdeen.
Lerwick - - -	Shetland.
Leslie - - -	Aberdeen.
Leslie - - -	Fife.
Lesmahagow - -	Lanark.
Leswalt - - -	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar *See Navar and Lethnot.*	Forfar.
Leuchars - - -	Fife.
Levern - - -	Renfrew.
Libberton - -	Lanark.
Liberton - - -	Edinburgh.
Liff, Benvie, and Invergowrie.	Forfar.
Lilliesleaf - -	Roxburgh.
Linlithgow (Burgh)	Linlithgow.
Linlithgow (Landward).	„
Linton - - -	Roxburgh.
Lintrathen - -	Forfar.
Lismore and Appin	Argyll.
Little Dunkeld -	Perth.
Livingstone - -	Linlithgow.
Lochalsh - - -	Ross.
Lochbroom - -	„
Lochcarron - -	„
Lochgelly - -	Fife.
Lochgilphead - -	Argyll.
Lochgoilhead and Kilmorich.	„
Lochlee - - -	Forfar.
Lochmaben - -	Dumfries.
Lochrutton - -	Kirkcudbright.
Lochs - - -	Ross.
Lochwinnoch - -	Renfrew.
Logie - - -	Fife.
Logie - - -	Stirling.
Logie Buchan - -	Aberdeen.
Logie Coldstone -	„
Logie Easter - -	Ross.
Logie Pert - -	Forfar.
Logierait - - -	Perth.
Logie Wester - - *See Urquhart and Logie Wester.*	Ross.
Longforgan - -	Perth.
Longformacus -	Berwick.
Longside - - -	Aberdeen.
Lonmay - - -	„
Loth - - -	Sutherland.
Loudoun - - -	Ayr.
Lumphanan - -	Aberdeen.
Lunan - - -	Forfar.
Lundie - - -	„
Lunnasting - - *See Nesting, &c.*	Shetland.
Luss - - -	Dumbarton.
Lyne and Megget -	Peebles.
Madderty - -	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun - -	Roxburgh.
Manor - - -	Peebles.
Markinch - -	Fife.
Marnoch - - -	Banff.
Maryculter - -	Kincardine.
Maryhill - - -	Lanark.
Marykirk - -	Kincardine.
Marytown - -	Forfar.
Mauchline - -	Ayr.
Maxton - - -	Roxburgh.
Maybole - - -	Ayr.
Mearns - - -	Renfrew.
Megget - - - *See Lyne and Megget.*	Peebles.
Meigle - - -	Perth.
Meldrum - - -	Aberdeen.
Melrose - - -	Roxburgh.
Menmuir - - -	Forfar.
Mertoun - - -	Berwick.
Methlick - - -	Aberdeen
Methven - - -	Perth.
Midcalder - -	Edinburgh.
Middlebie - -	Dumfries.
Midmar - - -	Aberdeen.
Millbrex - - -	„
Minnigaff - -	Kirkcudbright.
Minto - - -	Roxburgh.
Mochrum - - -	Wigtown.
Moffat - - -	Dumfries.
Moneydie - -	Perth.
Monifieth - -	Forfar.
Monikie - - -	„
Monimail - - -	Fife.
Monkton and Prestwick.	Ayr.
Monquhitter - -	Aberdeen.
Montrose (Burgh) -	Forfar.
Montrose (Landward).	„
Monymusk - -	Aberdeen.
Monzie - - -	Perth.
Monzievaird and Strowan.	„
Moonzie - - -	Fife.
Mordington - -	Berwick.
Morebattle - -	Roxburgh.
Morham - - -	Haddington.
Mortlach - - -	Banff.
Morton - - -	Dumfries.
Morvern - - -	Argyll.
Moulin - - -	Perth.
Mouswald - -	Dumfries.
Moy and Dalarossie	Inverness.
Muckairn - - - *See Ardchattan and Muckairn.*	Argyll.
Muckart - -	Perth.
Muiravonside - -	Stirling.
Muirkirk - -	Ayr.
Murroes - - -	Forfar.
Musselburgh (Burgh).	Edinburgh.
Muthill - - -	Perth.
Nairn (Burgh) -	Nairn.
Nairn (Landward) -	„
Navar and Lethnot	Forfar.
Neilston - - -	Renfrew.
Nenthorn - -	Berwick.
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland.
Nevay - - - *See Eassie and Nevay.*	Forfar.
New Abbey - -	Kirkcudbright.
Newbattle - -	Edinburgh.
Newburgh - -	Fife.
Newburn - -	„
New Byth - -	Aberdeen.

Parish or Burgh.	County.
New Cumnock	Ayr.
New Deer	Aberdeen.
[illegible]	
[illegible]	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick	Dumbarton.
New Pitsligo	Aberdeen.
New Spynie	Elgin.
Newbattle	Edinburgh.
Newton [illegible] (Landward)	Ayr.
Newton-upon-Ayr	Ayr.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward)	Bute.
North Knapdale	Argyll.
[illegible]	St. Kilda.
North Ronaldshay	Orkney.
North Uist	Inverness.
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Old Cumnock	Ayr.
Old Deer	Aberdeen.
Old Hamilton	Haddington.
Old Luce or Glenluce	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Olrig	Caithness.
Ord	Banff.
See Banff.	
Ordiquhill	"
Ormiston	Haddington.
Oronsay	Argyll.
See Colonsay and Oronsay	
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley	Renfrew.
Paisley (Landward)	"
Panbride	Forfar.
Papa	Shetland.
See Walls, &c.	
Papa Westray	Orkney.
See Westray and Papa Westray.	
Parton	Kirkcudbright.
Peebles	Peebles.
Penicuik	Haddington.
Penninghame	Wigtown.
Penpont	Dumfries.
Perth	Perth.
Perth, East Parish (Landward).	"
Peterhead	Aberdeen.
Peterhead (Burgh)	"
Peterhead (Landward)	"
Petty	Inverness.
Pettie	Kincardine.
Pitsligo	Aberdeen.
Portmoak	Kinross.
Portmoak	Berwick.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.
Port Glasgow (Landward), united to Inverkip Parish.	Renfrew.
Portlethen	Kincardine.
Portobello (Burgh)	Edinburgh.
Portpatrick	Wigtown.
Portsoy	Banff.
Prestonpans	Haddington.
Preston	Berwick.
See Bunkle and Preston.	
Prestwick	Haddington.
Prestwick	"
Prestwick	Ayr.
See Monkton and Prestwick.	
Queensberry (Burgh)	Lanarkshire.
See Dalmeny.	
Raffard	Elgin.
Rathen	Aberdeen.
Rayne	Edinburgh.
Redcastle	Forfar.
Reay	Caithness.
Redgorton	Perth.
Rendall	Orkney.
See Evie and Rendall.	
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	"
Rerrick	Kirkcudbright.
Resolis	Ross.
Rhynd	Perth.
Rhynie	Aberdeen.
Riccarton	Ayr.
Rickarton	Kincardine.
See Fetteresso and Rickarton.	
Roberton	Lanark.
See Wiston and Roberton.	
Rodel	Inverness.
Roseneath	Dumbarton.
Rosemarkie	Ross.
Rosemarkie	Dumbarton.
Rosskeen	Ross.
Rothesay	Bute.
Rothesay (Burgh)	"
See Bute.	
Rothiemay	Banff.
Rothiemurchus	Inverness.
See Duthill and Rothiemurchus.	
Rousay and Egilsay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Ruthergden (including Burgh)	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrew's and Deerness	Orkney.
St. Andrew's (Burgh)	Fife.
St. Andrew's (Land.)	"
St. Andrew's Lhanbryd	Elgin.
St. Boswells	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Aberdeen.
St. Madoes	Perth.
St. Martin's	Fife.
St. Monance	Fife.
St. Margaret	Dumfries.
St. Ninians	Stirling.
St. Olaf	Orkney.
St. Quivox and Newton-upon-Ayr	Ayr.
St. Quivox (Landward)	Ayr.
St. Vigeans	Forfar.
Sandsting	Shetland.
Sandwick	Orkney.
Saughtree	Roxburgh.
Scone	Perth.
Selkirk	Selkirk.
Shapinsay	Orkney.
Shetland	Shetland.
Shiels	Inverness.
Shotts	Lanark.
Skene	Aberdeen.
Skipness	Argyll.
See Saddell and Skipness.	
Skirling	Peebles.
Slains	Aberdeen.
Smailholm	Roxburgh.
Snizort	Inverness.
Soulseat	Wigtown.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	"
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick	Kirkcudbright.
Spynie	Elgin.
Stair	Ayr.
Stenness	Orkney.
See Firth and Stenness.	
Stenton	Haddington.
Stevenston	Ayr.
Stewarton	Ayr.
Stirling (Burgh)	Stirling.
Stitchell	Berwick.
Stobhall	Perth.
Stobo	Peebles.
Stonehouse	Lanark.
Included partly in Dunnottar	
Stornoway	Inverness.
Strachan	Kincardine.
Strachur	Argyll.
Straiton	Edinburgh.
Strathblane	Stirling.

Parish or Burgh.	County.
Strachan	Kincardine.
Strachur	Argyll.
See Stralachan and Strachur.	
Straiton	Ayr.
Stralachlan and Strachur.	Argyll.
Stranraer (Burgh)	Wigtown.
Strath	Inverness.
Strathblane	Stirling.
Strathdon	Aberdeen.
Strathmartine	Forfar.
See Mains and Strathmartine.	
Strathmiglo	Fife.
Strichen	Aberdeen.
Stromness	Orkney.
Stronsay and Eday	„
Strontian	Argyll.
Swinton	Berwick.
Symington	Ayr.
Symington	Lanark.
Tain	Ross.
Tannadice	Forfar.
Tarbat	Ross.
Tarbert	Argyll.
Tarbolton	Ayr.
Tarland	Aberdeen.
Tarves	„
Tealing	Forfar.
Temple	Edinburgh.
Tenandry	Perth.
Terregles	Kirkcudbright.
Teviothead	Roxburgh.
Thankerton	Lanark.
See Covington and Thankerton.	
Thurso	Caithness.
Tibbermore	Perth.
Tillicoultry	Clackmannan.
Tingwall, Whiteness and Weisdale.	Shetland.
Tinwald	Dumfries.
Tongland	Kirkcudbright.
Tongue	Sutherland.
Torosay	Argyll.
Torphichen	Linlithgow.
Torryburn	Fife.
Torthorwald	Dumfries.
Tough	Aberdeen.
Towie	„
Tranent	Haddington.
Traquair	Peebles.
Trinity Gask	Perth.
Troqueer	Kirkcudbright.
Trossachs	Perth.
Tulliallan	Fife.
Tullich	Aberdeen.
See Glenmuick and Tullich.	
Tulliebole	Kinross.
See Fossoway and Tulliebole.	
Tullynessle and Forbes.	Aberdeen.
Tundergarth	Dumfries.
Turriff	Aberdeen.
Tweedsmuir	Peebles.
Twynholm	Kirkcudbright.
Tyninghame	Haddington.
See Whitekirk and Tyninghame.	
Tynron	Dumfries.
Tyree	Argyll.
Tyrie	Aberdeen.
Udny	„
Uig	Ross.
Unst	Shetland.
Uphall	Linlithgow.
Urquhart	Elgin.
Urquhart and Glenmoriston.	Inverness.
Urquhart and Logie Wester.	Ross.
Urr	Kirkcudbright.
Urray	Ross.
Walls, Sandness, Papa and Foula.	Shetland.
Walls and Flotta	Orkney.
Walston	Lanark.
Wamphray	Dumfries.
Wandell and Lamington.	Lanark.
Watten	Caithness.
Weem	Perth.
Weisdale	Shetland.
See Tingwall, &c.	
Wemyss	Fife.
West Calder	Edinburgh.
Westerkirk	Dumfries.
West Kilbride	Ayr.
West Linton	Peebles.
Westray and Papa Westray.	Orkney.
Westruther	Berwick.
Whalsay	Shetland.
See Nesting, &c.	
Whitburn	Linlithgow.
Whitekirk and Tyninghame.	Haddington.
Whiteness	Shetland.
See Tingwall, &c.	
Whithorn	Wigtown.
Whitsome	Berwick.
Whittinghame	Haddington.
Wick (Burgh)	Caithness.
Wick (Landward)	„
Wigtown	Wigtown.
Wilton	Roxburgh.
See Hawick.	
Wiston and Roberton	Lanark.
Yarrow	Selkirk.
Yell	Shetland.
Yester	Haddington.
Yetholm	Roxburgh.
Ythan Wells	Aberdeen.

VOLUNTARY SCHOOLS.

(Arranged in COUNTIES), with the NAMES and ADDRESSES of the OFFICIAL CORRESPONDENTS.

NOTE.—Ch. or G.A. denotes that the School is in connexion with the *Established Church of Scotland*; F.C., with the *Free Church*; E., with the *Episcopal Church*; R., with the *Roman Catholic Church*.

Name of School.	Correspondent.	Postal Address.
ABERDEEN.		
Aberdeen (Burgh), Asylum for the Blind.	J. Whyte -	245, Union Street, Aberdeen.
Aberdeen (Burgh), Deaf and Dumb Institution.	A. Edmond, Jun.	229, Union Street, Aberdeen.
Aberdeen (Burgh), Normal F.C.S.	G. C. Fraser -	F.C. Training College, Charlotte Street, Aberdeen.
Aberdeen (Burgh), Practising Ch. S.	Simpson and Cruden.	255, Union Street, Aberdeen.
Aberdeen (Burgh), St. Andrew's E.S.	A. Knight Forbes	Lochhead House, Aberdeen.
Aberdeen (Burgh), St. Francis' R.C.S.	Rev. D. Chisholm	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), St. John's E.S.	J. P. Cumine -	183A, Union Street, Aberdeen.
Aberdeen (Burgh), St. Joseph's R.C.S.	Rev. D. Chisholm	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), St. Margaret's Mission E.S.	Rev. J. Comper -	St. Margaret's Brae, Aberdeen.
Aberdeen (Burgh), St. Peter's R.C.S.	Rev. D. Chisholm	St. Mary's Cathedral, Aberdeen.
Cluny, Corennie, Lady Gordon Cathcart's Female S.	W. Nicol -	Ordhead, Aberdeen.
Cluny, F.C.S. - - -	F. Christie -	Shaggart, Cluny, Aberdeen.
Crathie and Braemar, Braemar St. Andrew's R.C.S.	Rev. J. Paul -	R.C. Church, Braemar, Aberdeenshire.
Crathie and Braemar, Crathie S.	Rev. A.A. Campbell.	Crathie, Ballater, Aberdeenshire.
Crathie and Braemar, Inverey District Ch. S.	Rev. W. Gordon	Braemar, Aberdeenshire.
Crathie and Braemar, Inverey R.C.S.	Rev. J. Paul -	R.C. Church, Braemar, Aberdeenshire.
Cruden, Erroll E.S. - -	Rev. J. Strachan	St. James' Parsonage, Cruden, Ellon.
Culsalmond, Tillymorgan E.S. -	J.S.Cruickshank	Logie Newton, Rothie Norman, Aberdeenshire.
Forgue E.S. - - -	Rev. W. Temple	The Parsonage, Forgue, Huntly.
Fraserburgh Academy (Elementary Department).	J. Park -	Fraserburgh.
Fraserburgh, Broadsea G.A.S.	J. A. Sutor -	The Schoolhouse, Fraserburgh.
" Female Industrial Ch. S.	J. A. Sutor -	The Schoolhouse, Fraserburgh.
Fraserburgh, St. Peter's E.S. -	Rev. H. Fyfe -	The Rectory, Fraserburgh.
Fyvie, All Saints' E.S. -	Rev. W. W. Hawdon	All Saints' Parsonage, West Bend, Fyvie, Aberdeenshire.
" St. Katherine Female Ch. S.	Rev. A. J. Milne, LL.D.	Fyvie, Aberdeenshire.
Huntly, R.C.S. - -	Rev. C. Macdonald	St. Margaret's, Huntly.
Inverurie, St. Mary's E.S. -	Rev. R. Ritchie	The Parsonage, Inverurie.
Millbrex District Ch. S. -	Rev. C. Green -	The Manse, Millbrex, Fyvie, Aberdeenshire.
New Deer, Bonnykelly S. -	J. Adie -	Bonnykelly, Aberdeen.

Name of School.	Correspondent.	Postal Address.
ABERDEEN—*cont.*		
New Pitsligo, St. John's E.S. -	Rev. E. J. Petrie	Denburn House, New Pitsligo, Aberdeen.
Old Deer E.S. - - -	Rev. J. H. Burn	Old Deer Parsonage, Mintlaw Station.
Old Machar, Old Aberdeen, Dr. Bell's S.	Professor Pirie -	33, College Bounds, Old Aberdeen.
Peterculter, Cults Private Endowment S.	D. Edwards -	10, Bridge Street, Aberdeen.
Peterhead (Burgh) F.C.S. -	A. McEachran -	16, Harbour Street, Peterhead.
„ „ St. Peter's E.S.	A. Hay - -	1, James Street, Peterhead.
Rathen, Cortes Female S. -	W. F. Cordiner -	Cortes, Lonmay, Aberdeenshire.
Skene, Lyne F.C.S. - -	W. Angus -	Letter of Skene, Dunecht, Aberdeen.
Strathdon, Ardler Ch. S. -	Rev. A. Jack -	Towie, Aberdeen.
Strichen, All Saints' E.S. -	Rev. J. H. Shepherd.	The Parsonage, Strichen, Aberdeenshire.
Tyrie, Boyndlie E.S. - -	Rev. J. H. Shepherd.	The Parsonage, Strichen, Aberdeenshire.
ARGYLL.		
Acharacle, Mingarry R.C.S. -	Rev. D. Mackintosh.	Mingarry, Moidart, Ardgour, Argyllshire.
Ardchattan and Muckairn, Ardchattan E.S.	Rev. D. Cameron	Ballachulish, Argyllshire.
Campbeltown (Burgh) Female Industrial S.	T. MacKelvie -	Jeaniefield, Campbeltown.
Campbeltown (Burgh), St. Kieran's R.C.S.	Rev. J. McElmail.	St. Kieran's House, Campbeltown.
Craignish, Barbreck Female S.	J. MacArthur -	Barbreck Gardens, Lochgilphead.
Dunoon and Kilmun, St. Mun's R.C.S.	Rev. J. Macdonald.	Dunoon.
Glenaray and Inveraray, Inveraray, Creggans Female S.	Rev. N. Macpherson.	Newton, Inveraray.
Lismore and Appin, Carnock, Glencoe, St. Mary E.S.	Rev. D. Cameron	Ballachulish, Argyllshire.
Lismore and Appin, South Ballachulish, St. John's E.S.	Rev. D. Cameron	Ballachulish, Argyllshire.
Oban (Burgh) R.C.S. - -	Rev. J. Dawson	Bishop's House, Oban.
„ „ St. John's E.S. -	Rev. A. Ingilby	The Parsonage, Oban.
AYR.		
Ardrossan Academy - -	J. Craig -	Harbour Manager, Ardrossan.
„ Saltcoats R.C.S. -	Rev. P. McColl -	R.C. Presbytery, Saltcoats.
Auchinleck, St. Patrick's R.C.S.	Rev. J. A. O'Neill	Birnieknowe, Auchinleck, Ayrshire.
Ayr (Burgh) E.S. - -	Rev. G. Grub -	2, Alloway Place, Ayr.
„ „ St. John's R.C.S.	Rt. Rev. Bishop Turner.	St. Margaret's, Ayr.

Name of School.	Correspondent.	Postal Address.
AYR—*cont.*		
Ayr (Burgh), St. Margaret's R.C.S.	The Rev. D. Collins.	St. Margaret's, Ayr.
Beith Industrial Ch. S. - -	W. Williamson -	Beith.
„ Gateside S. - -	Rev. I. G. Sutherland.	Beith.
Dailly, Wallacetown Works S.	D. Fulton -	Wallacetown House, Maybole.
Dalmellington R.C.S. - -	Rev. J. Fouhy -	R.C. Presbytery, Dalmellington, Ayrshire.
Dalry Female Industrial S. -	Rev. J. L. Fyfe -	The Manse, Dalry.
„ Kersland Barony Ch. S. -	Rev. J. L. Fyfe -	The Manse, Dalry.
Dundonald, Troon, St. Patrick's R.C.S.	The Rt. Rev. Bishop Turner.	St. Margaret's, Ayr.
Dunlop, Lugton R.C.S. -	Rev. D. H. Power	Hill Street, Kilmarnock
Galston, St. Sophia R.C.S. -	Rev. W. J. O'Shaughnessy.	Galston, Ayrshire.
Girvan (Town), Sacred Heart R.C.S.	Rev. D. Barrett -	Roman Catholic Presbytery, Girvan.
Irvine (Burgh) R.C.S. - -	Rev. J. Woods -	St. Mary's, Irvine.
Kilbirnie Female Industrial S. -	Rev. H. R. Buchan.	The Manse, Kilbirnie, Ayrshire.
„ St. Bridget's R.C.S. -	Rev. T. Hopwell	St. Bridget's Roman Catholic Church, Kilbirnie, Ayrshire.
Kilmarnock (Burgh) Industrial High F.C.S.	J. Thomson -	Langlands, Kilmarnock.
„ „ R.C.S. -	Rev. D. H. Power	Hill Street, Kilmarnock.
Kilmaurs, Crosshouse, St. Mary's R.C.S.	Rev. D. H. Power	Hill Street, Kilmarnock.
Largs St. Mary's, R.C.S. -	Rev. W. Gallagher.	St. Mary's, School Street, Largs, Ayrshire.
Loudoun, Newmilns, Lady Flora's S.	Henderson and Cunningham.	Union Bank, Galston, Ayrshire.
Maybole, St. Cuthbert's R.C.S. -	Rev. J. Hogan -	Mount St. Cuthbert, Maybole.
Muirkirk, St. Thomas R.C.S. -	Rev. H. J. Langley	Loretto Villa, Muirkirk, Ayrshire.
New Cumnock, R.C.S. - -	C. Shaw -	County Buildings, Ayr.
Old Cumnock, R.C.S. - -	C. Shaw -	County Buildings, Ayr.
Riccarton, Barnweth S. - -	G. Sayers -	Barnweth, Hurlford, Ayrshire.
„ Caprington Juvenile S.	H. S. Dunn -	Earlston Villa, Caprington, Kilmarnock.
„ Hurlford, St. Paul's R.C.S.	Rev. W. J. O'Shaughnessy.	St. Paul's, Hurlford, Ayrshire.
Skelmorlie, Meigle Ch. S. -	Rev. J. Keith -	Largs, Ayrshire.
BANFF.		
Aberlour, Charlestown E.S. -	Rev. C. Jupp -	The Orphanage, Aberlour, Banffshire.
„ Craigellachie Female Ch. S.	Rev. J. S. Sloss	The Manse, Aberlour, Banffshire.
Banff (Burgh), St. Andrews E.S.	Rev. A. Boyd, M.A.	St. Andrew's Parsonage, Banff.
Fordyce, Portsoy Female Industrial S.	Rev. W. Simmers	U. P. Manse, Portsoy, Banffshire.
Inveravon, Ballindalloch, Lady McPherson Grant's S.	P. Henderson -	Marnoch Burgh, Ballindalloch, Banffshire.
„ Chapeltown, (Glenlivet R.C.S.	Rev. C. C. Mackenzie	Chapeltown, Ballindalloch, Banffshire.
„ Tombae, St. Mary's R.C.S.	Rev. W. Stuart	Tombae, Glenlivet Ballindalloch, Banffshire.

Name of School.	Correspondent.	Postal Address.
BANFF—*cont.*		
Keith R.C.S. - - -	Rev. J. Paul -	Chapel House, Keith.
Kirkmichael, Tomintoul R.C.S.	Rev. D. A. Chisholm.	Tomintoul, Ballindalloch, Banffshire.
Marnoch, Aberchirder E.S. -	Rev. J. Meeser -	The Rectory, Aberchirder, Banffshire.
Mortlach, Dufftown R.C.S. -	Rev. A. Gerrey	Catholic Church, Dufftown, Banffshire.
Ordiquhill, Park Girls' Ch. S. -	Rev. G. G. Macdonald.	Cornhill, Banff.
Rathven, Buckie, Lady Cathcart's Industrial E.S.	Rev. T. W. H. White.	The Parsonage, Buckie.
„ Buckie R.C.S.	Rev. J. McIntosh	St. Peter's, Buckpool, Buckie.
BERWICK.		
Bunkle and Preston, Preston S.	Lady Home -	Bunkyl Lodge, Duns.
Earlston, Mellerstain S. -	C. C. Tunnard	Estate Office, Tyninghame Prestonkirk.
BUTE.		
Kilbride, Brodick, Duke of Hamilton's S.	P. Murray -	Strabane, Brodick, Isle of Arran.
„ Corrie, Duke of Hamilton's S.	P. Murray -	Strabane, Brodick, Isle of Arran.
Kilmory, Dougarie, Duke of Hamilton's S.	P. Murray -	Strabane, Brodick, Isle of Arran.
Rothesay (Burgh), St. Andrew's R.C.S.	Rev. A. Macdonald.	Chapel House, Rothesay.
CAITHNESS.		
Latheron, Dunbeath Female S.	Rev. D. Macdougall.	Berriedale, Caithness-shire.
Olrig Female S. - -	Rev. A. H. Gillieson, B.D.	Manse of Olrig, Castletown, Thurso.
Thurso, F.C.S. - - -	J. W. Galloway	Thurso.
CLACKMANNAN.		
Alloa (Town) E.S. - -	G. Younger -	Bank Street, Alloa
„ „ St. Mungo's R.C.S.	Rev. J. O'Neill	Alloa.
Alva Infant S. - - -	J. Porteous -	Meadow Park, Alva, Stirlingshire.

Name of School.	Correspondent.	Postal Address.
DUMBARTON.		
Bonhill, Alexandria R.C.S. -	Rev. E. de Backer	Roman Catholic Manse, Alexandria, Dunbartonshire.
Dumbarton (Burgh) R.C.S. -	Rev. T. Lester -	Church St., Dumbarton.
Kirkintilloch (Town) R.C.S. -	Rev. A. Pessaert	Kirkintilloch, Glasgow.
Luss, Muirland Ch. S. -	Rev. D. Campbell.	Luss, Dumbartonshire.
New Kilpatrick, Milngavie R.C.S.	Rev. M. Mc Nairney.	St. Joseph's, Milngavie, Glasgow.
New Kilpatrick, Clydebank, Our Holy Redeemer's R.C.S.	Rev. J. Montgomery.	Barns Place, Clydebank, Glasgow.
" Duntocher, St. Mary's R.C.S.	Rev. R. J. Mc Cluskey.	St. Mary's, Duntocher, Glasgow.
Row, Helensburgh, St. Joseph R.C.S.	Rev. T. Delbeke	Chapelhouse, Airdrie.
" Trinity E.S.	Rev. J. S. Syme	The Parsonage, Helensburgh.
DUMFRIES.		
Annan, St. Columba's R.C.S. -	Rev. D. Hoeplise	Annan.
Closeburn, Gubhill S. - -	Rev. D. Ogilvy-Ramsay, D.D.	Closeburn Manse, Thornhill.
" Wallace Hall Academy.	J. C. R. Macdonald.	48, Irish Street, Dumfries.
Dumfries (Burgh), St. Andrew's R.C.S.	Rev. D. O'Brien	Bishop's House, Dumfries.
" " St. John's E.S.	Rev. J. R. Denham.	The Parsonage, Dumfries.
[illegible]	J. G. Watson -	Somerton, Dumfries-shire.
[illegible]	Rev. J. J. Monilaws	Manse, Eaglesham.
[illegible], Duke of Buccleuch's S.	J. H. Dickson -	Dalton, Thornhill.
Ruthwell Female Industrial S.	A. J. Douglas -	Comlongon, Ruthwell, Dumfries-shire.
Sanquhar, Mennoch Bridge, Duke of Buccleuch's S.	J. R. Wilson -	Sanquhar, Dumfries-shire.
" Wanlockhead S. -	R. Strathern -	12, Charlotte Street South, Edinburgh.
EDINBURGH.		
[illegible] S.	Rev. W. Wardell.	Borthwick, Gorebridge, Midlothian.
[illegible] Dalrymple Girls' S. -	J. E. Anderson	48, Castle Street, Edinburgh.
[illegible] St. Mary's R.C.S.	Rev. P. Sherlock	St. Mary's, Dalkeith.
[illegible], St. Margaret's E.S.	Rev. J. A. Mc Culloch.	The Parsonage, Carrington, Midlothian.
Dalkeith (Town), St. David's R.C.S.	Rev. J. Head	St. David's, Dalkeith.
Dalkeith (Town), St. Mary's E.S.	Rev. W. A. Smith	Dalkeith.
Dalkeith (Landward), Whitehill Colliery S.	J. [illegible] -	Newbattle Collieries, Dalkeith.
Edinburgh (City), Abbeyhill E.S.	M. [illegible] -	17, Royal Terrace, Edinburgh.
Edinburgh (City), All Saints' E.S.	Rev. A. D. Murdoch.	All Saints' Parsonage, Brunswick Street, Edinburgh.
Edinburgh (City), Buccleuch S.	J. A. Forrest -	51, Castle Street, Edinburgh.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Edinburgh (City), Deaf and Dumb Institution.	W. Roberton -	14, Young Street, Edinburgh.
Edinburgh (City), Glen Street R.C.S.	Rev. J. Bader -	17, Lauriston Street, Edinburgh.
Edinburgh (City), James Gillespie's S.	A. Heron -	14, Hanover Street, Edinburgh.
Edinburgh (City), Lady Glenorchy's S.	J. McG. Jack -	4, North St. David Street, Edinburgh.
Edinburgh (City), Morningside, St. Teresa's R.C.S.	Most Rev. Archbishop Macdonald, D.D.	St. Bennet's House, 42, Greenhill Gardens, Edinburgh.
Edinburgh (City), New Greyfriars Sessional S.	S. Neil - -	75, Warrender Park Road, Edinburgh.
Edinburgh (City), Newington F.C.S.	J. J. Read -	14, Craigmillar Park, Edinburgh.
Edinburgh (City), Normal and Model F.C.S.	J. Watt -	Offices of the Free Church, Edinburgh.
Edinburgh (City), Normal Practising Ch. S.	S. S. Laurie -	16, Chambers Street, Edinburgh.
Edinburgh (City), Pleasance Territorial F.C.S.	Rev. T. Cochrane	11, Marchhall Crescent, Edinburgh.
Edinburgh (City), Practising E.S.	G. J. Wood -	59, Frederick Street, Edinburgh.
Edinburgh (City), Royal Blind S.	J. Thin -	22, Lauder Road, Edinburgh.
Edinburgh (City), St. Andrew's E.S.	Rev. Dr. Teape	Findhorn Place, Grange, Edinburgh.
Edinburgh (City), St. Ann's R.C.S.	Right Rev. Monsignor Canon Grady, V.G.	St. Patrick's, Edinburgh.
Edinburgh (City), St. Cuthbert's Industrial S.	J. A. Forrest -	51, Castle Street, Edinburgh.
Edinburgh (St. Cuthbert's R.C.S.	Rev. J. Forsyth	St. Cuthbert's Roman Catholic School, Slateford Road, Edinburgh.
Edinburgh (City), St. George's E.S.	Rev. J. S. Wilson.	4, Duke Street, Edinburgh.
Edinburgh (City), St. George's Local G.A.S.	Rev. A. Scott, D.D.	10, Young Street, Edinburgh.
Edinburgh (City), St. James' E.S.	J. Grant -	1, Hanover Street, Edinburgh.
Edinburgh (City), St. John's E.S.	Rev. G. J. Cowley-Brown.	9, Grosvenor Street, Edinburgh.
Edinburgh (City), St. Margaret's, Easter Road Girls' and Infants' E.S.	Rev. R. Ellis -	19, Abercromby Place, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Albany Street R.C.S.	Very Rev. J. Canon Donlevy.	St. Mary's Cathedral, Broughton Street, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Boys', York Lane R.C.S.	Very Rev. J. Canon Donlevy.	St. Mary's Cathedral, Broughton Street, Edinburgh.
Edinburgh (City), St. Mary's, Lothian Street R.C.S.	Right Rev. Monsignor Canon Grady, V.G.	St. Patrick's, Edinburgh.
Edinburgh (City), St. Patrick's R.C.S.	Right Rev. Monsignor Canon Grady, V.G.	St. Patrick's, Edinburgh.
Lasswade, Rosewell, St. Matthew's R.C.S.	Rev. P. McNamara.	Chapel House, Penicuik.
Lasswade, Loanhead, St. Margaret's R.C.S.	Rev. F. Hoban -	St. Margaret's, Loanhead, Midlothian.
Leith (Burgh), St. James' E.S.	Rev. Canon Jackson.	The Parsonage, Leith.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Leith (Burgh), St. Joseph's R.C.S.	Rev. J. J. O'Carroll.	St. Mary's Star of the Sea, Leith.
,, ,, St. Mary's R.C.S.	Rev. J. J. O'Carroll.	St. Mary's Star of the Sea, Leith.
Liberton, Gilmerton, The Anderson Female S.	Rev. J. Christie, D.D.	Gilmerton, Liberton, Midlothian.
,, New Craighall, Benhar Coal Company's S.	J. Liddell -	4, York Buildings, Queen Street, Edinburgh.
Musselburgh (Burgh), St. Peter's E.S.	Rev. T. Hannan, M.A.	Newbigging House, Musselburgh.
Penicuik E.S. - - -	Rev. C. A. Elrington.	Penicuik.
,, R.C.S. - -	Rev. P. M'Namara	Chapel House, Penicuik.
Portobello (Burgh) Female S. -	Mrs. J. Davidson	1, Rochester Terrace, Edinburgh.
,, ,, St. John's R.C.S.	Rev. J. Donlevy	St. John's Church, Portobello.
Ratho, Dalmahoy, St. Mary's E.S.	Rev. W. G. Bulmer.	Dalmahoy, Kirknewton, Midlothian.
Temple, Toxside S. - -	Rev. J. W. Blake	Temple, Gorebridge, Midlothian.
West Calder R.C.S. - -	Very Rev. J. Canon Murphy.	West Calder, Midlothian.
ELGIN.		
Bellie, Fochabers, Milne's Institution.	C. Gray -	Fochabers.
Edinkillie, Conicavel Ch. S. -	D. Scott -	Darnaway, Forres.
,, Logie S. - -	R. Urquhart -	Forres.
Elgin (Burgh), St. Sylvester R.C.S.	The Rev. G. Canon. Wilson.	St. Sylvester's, Elgin.
Forres (Burgh), Anderson's Endowed Institution.	R. Urquhart, jun.	Forres.
Forres (Burgh), St. John's Industrial E.S.	Rev. C. Scott -	The Parsonage, Forres.
Knockando, Archiestown Subscription Ch. S.	Rev. T. M. Pirie	Knockando, Craigellachie.
Urquhart, Leuchars S. - -	T. Yool -	Leuchars House, Elgin.
FIFE.		
Burntisland (Burgh) E.S. -	Rev. W. Dundas Walker.	Burntisland.
Carnock Oakley, St. Margaret's, C.S.	Rev. G. Mullan	Dunfermline.
Dunfermline (Burgh), St. Margaret's R.C.S.	Rev. G. Mullan	Dunfermline.
Largo, Durham Female Charity Ch. S.	Rev. J. R. Burt	Largo, Fife.
Lochgelly, Lumphinnans, St. Patrick's R.C.S.	Rev. P. McMahon	Roman Catholic Church, Lochgelly, Fifeshire.
FORFAR.		
Arbroath (Burgh), Abbot Street S.	J. L. Low -	13, Hillside Road, Arbroath.
,, ,, St. Thomas' R.C.S.	Rev. J. V. Macdonald	St. Thomas', Arbroath.

Name of School.	Correspondent.	Postal Address.
FORFAR—*cont.*		
Brechin (Landward), Arrat S.	A. Carnegie	Forebank House, Brechin.
Dundee (Burgh), Constable and Wallace Works S.	J. Cunningham, jun.	Constable Works, Dundee.
Dundee (Burgh), Dens Works S.	Baxter Bros. & Co.	Dens Works, Dundee.
Dundee (Burgh), Institution for the Blind.	E. Henderson	10, Whitehall Street, Dundee.
Dundee (Burgh), Lochee, Camperdown Jute Works Half-Time S.	D. Dow	Marchbanks, Lochee, Dundee.
Dundee (Burgh), Lochee E.S.	Rev. T. Lennie	The Parsonage, Lochee, Dundee.
Dundee (Burgh), Lochee, St. Mary's R.C.S.	Rev. A. van de Rydt.	St. Mary's, Lochee, Dundee.
Dundee (Burgh), Pole Park Works Half-Time S.	J. M. Milne	Pole Park Works, Dundee.
Dundee (Burgh), St. Andrew's Boys' R.C.S.	Right Rev. Monsignor Clapperton.	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Andrew's Girls' R.C.S.	Right Rev. Monsignor Clapperton.	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Andrew's Sessional S.	Rev. H. M. Davidson.	2, William Street, Forebank, Dundee.
Dundee (Burgh), St. Joseph's R.C.S.	Rev. J. Holder	Blackness Road, Dundee.
Dundee (Burgh), St. Mary's R.C.S.	Rev. M. Phelan	Powrie Place, Dundee.
Dundee (Burgh), St. Patrick's R.C.S.	Rev. P. Butti	12, South Erskine Street, Dundee.
Dundee (Burgh), St. Paul's E.S.	Rev. J. G. Simpson	7, Airlie Place, Dundee.
Dundee (Burgh), St. Salvador's E.S.	Rev. W. K. Nicholson.	17, William Street, Dundee.
Dundee (Burgh), St. Stephen's R.C.S.	Rev. J. Holder	Blackness Road, Dundee.
Dundee (Burgh), Seafield's Works, Half-Time S.	P. Ewart Jack	Seafield Works, Dundee.
Dundee (Burgh), Smithfield E.S.	Rev. W. K. Nicholson.	17, William Street, Dundee.
Dundee (Burgh), Ward Mills S.	J. C. Buist	Ward Mills, Dundee.
Kirriemuir, St. Mary's E.S.	Rev. Canon Douglas.	The Parsonage, Kirriemuir.
Monikie Female F.C.S.	Rev. R. Scrymgeour.	F. C. Manse, Monikie, Dundee.
Montrose (Burgh), Chapel Works, Half-Time S.	W. M. J. Paton	Chapel Works, Montrose.
HADDINGTON.		
Gladsmuir, Samuelston Ch. S.	Rev. W. B. Turnbull.	Gladsmuir, Macmerry, Haddingtonshire.
Haddington R.C.S.	Very Rev. P. Canon McAnaa.	R. C. School, Haddington.
North Berwick, Halfland Barns Subscription S.	Rev. Dr. Sprott	North Berwick.
INVERNESS.		
Arisaig and Moidart, Arisaig Christian Knowledge Society S.	A. W. Nicolson	Arisaig House, Fort William.
Arisaig and Moidart, Arisaig R.C.S.	Rev. D. Macdonald.	St. Mary's Arisaig, Fort William.
Arisaig and Moidart, Polnish Ch. S.	Rev. L. J. C. MacLaine.	Arisaig, Fort William.

Name of School.	Correspondent.	Postal Address.
INVERNESS—*cont.*		
Boleskine and Abertarff, Fort Augustus R.C.S.	Rev. M. Wall -	St. Benedict's Abbey, Fort Augustus, Inverness.
Inverness (Burgh), Cathedral Boys' E.S.	Rev. Canon Llewellyn	Bruce Gardens, Inverness.
Inverness (Burgh) R.C.S. -	Rev D. Mac Queen.	33, Huntly Street, Inverness.
Inverness (Burgh), The Bishop's E.S.	Rev. Canon Llewellyn.	Bruce Gardens, Inverness.
Inverness (Landward), Highland Orphanage S.	J. Mackenzie -	Commercial Bank Buildings, Inverness.
Kilmallie, Fort William R.C.S.	Rev. A. Mackintosh.	Chapel House, Fort William.
,, North Ballachulish, St. Bride's E.S.	Rev. D. Cameron	Ballachulish, Argyllshire.
Kilmorack, Beauly R.C.S. -	Very Rev. J. Canon Cameron.	Beauly.
,, Marydale R.C.S. -	Rev. T. Macdonald	Marydale, Beauly.
Kiltarlity, Eskadale R.C.S. -	Very Rev. A. Canon Macrae.	Eskadale, Beauly.
KINCARDINE.		
Banchory Ternan, Raemoir S. -	W. Stewart -	Banchory, Kincardineshire.
Banchory Ternan, Reid and Burnett Endowed Female S.	J. Merson -	High Street, Banchory, Kincardineshire.
Bervie, Gordon's Female Ch. S.	Mrs. Farquhar -	Sunnyside, Reigate.
Dunnottar, Stonehaven E.S. -	Rev. W. Leslie Christie.	The Parsonage, Stonehaven.
Fettercairn, Fasque S. - -	Lady Gladstone	Fasque, Laurencekirk.
Fetteresso and Rickarton, Newtonhill E.S.	Rev. W Hart -	Muchalls, Stonehaven.
Kinneff and Catterline, Catterline E.S.	A. Hector -	Bervie, Kincardineshire.
Laurencekirk E.S. - -	Rev W W. Malachi.	The Rectory, Laurencekirk.
KINROSS.		
Orwell, Milnathort, Reid Memorial S.	D. Drysdale -	South Street, Milnathort, Kinross-shire.
KIRKCUDBRIGHT.		
Girthon, Cally English E.S. -	H G. Murray Stewart	Cally, Gatehouse, Kirkcudbrightshire.
Kelton, Castle Douglas R.C.S. -	Rev. J Duffy -	St. John's, Castle Douglas.
Kirkcudbright, Old Church S. -	R F. Dunigan -	The Grange, Kirkcudbright.
,, R.C.S. - -	Rev J. Sheehy -	Chapel House, Kirkcudbright.
Kirkmabreck, Creetown, St. Joseph's R.C.S.	Rev. F Letters	Newton Stewart.
Urr, Dalbeattie R.C.S. -	Rev D McCartney	Dalbeattie.

Name of School.	Correspondent.	Postal Address.
LANARK.		
Airdrie (Burgh), St. Margaret's R.C.S.	Rev. H. Van Stiphout.	Airdrie.
Blantyre, Auchentibber R.C.S.	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
„ St. Joseph's R.C.S. -	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
Bothwell, Bellshill, West End Ch. S.	Rev. J. Pagan -	Bothwell, Glasgow.
„ Carfin R.C.S. -	Rev. C. Cunningham.	Carfin, Motherwell.
„ Chapelhall R.C.S. -	Rev. J. Macdonald.	Chapelhall, Airdrie.
„ Mossend R.C.S. -	Rev. M. Hughes	Mossend, Lanarkshire.
„ Uddingston, St. John Baptist R.C.S.	Rev. R. Mortimer	R.C. Presbytery, Old Mill Road, Uddingston, Glasgow.
Calderhead, Shotts, St. Patrick's R.C.S.	Rev. P. Forbes -	Chapel House, Shotts, Lanarkshire.
Cambuslang, Newton R.C.S. -	Rev. T. Currie -	St. Charles' Presbytery, Newton, Glasgow.
„ St. Bride's R.C.S.	Rev. J. F. Morrison.	St. Bride's, Cambuslang, Glasgow.
Cambusnethan, Coltness Iron Co.'s, Overtown S.	J. Scott - -	Coltness Iron Works, Newmains, Lanarkshire.
„ Coltness Iron Works, Newmains S.	J. Scott - -	Coltness Iron Works, Newmains, Lanarkshire.
„ Newmains R.C.S.	Rev. J. Van Hecke.	The Rectory, Wishaw.
„ Wishaw, Lady Belhaven's S.	Rev. A. Harper	The Manse, Wishaw.
„ Wishaw, Main Street Fem. S.	Rev. R. S. Bruce	Wishaw.
„ Wishaw R.C.S.	Rev. J. Van Hecke.	The Rectory, Wishaw.
Carluke R.C.S. - -	Rev. C. Webb -	Carluke.
Carstairs, Caledonian Railway Company's S.	J. Blackburn -	302, Buchanan Street, Glasgow.
„ St. Joseph's R.C.S. -	Rev. J. Walshe	St. Mary's, Lanark.
Clarkston, Longriggend R.C.S.	Rev. M. Fox, D.D.	Longriggend, Lanarkshire.
Dalziel, Craigneuk R.C.S. -	Rev. G. W. Ritchie.	Shieldmuir, Motherwell.
„ Motherwell R.C.S. -	Rev. J. Taylor -	Chapelhouse, Motherwell.
Glasgow Asylum for the Blind	J. Tasker -	28, Bath Street, Glasgow.
„ Bridgeton, Sacred Heart R.C.S.	Rev. F. J. Hughes.	50, Old Dalmarnock Road, Glasgow.
„ Buchanan Institution	J. Y. Merry -	143, Great Hamilton Street, Glasgow.
„ Calton, St. Mary's R.C.S.	Very Rev. D. Canon Carmichael.	68, Abercromby Street, Glasgow.
„ Deaf and Dumb Institution.	B. B. Macgeorge	24, George Square, Glasgow.
„ Normal and Model F.C.S.	T. Morrison, LL.D.	F.C. Training College, Cowcaddens Street, Glasgow.
„ Normal Practising G.A S.	Professor Laurie	C. of S. Training College, New City Road, Glasgow.
„ Parkhead, St. Michael's R.C.S.	Rev. J. Toner -	St. Michael's, Parkhead, Glasgow.

Name of School.	Correspondent.	Postal Address.
LANARK—*cont.*		
Glasgow, St. Aloysius, Milton Street R.C.S.	Rev. R. Payne -	21, Dalhousie Street, Glasgow.
,, St. Alphonsus R.C.S.	Rev. T. P. O'Reilly.	17, Great Hamilton Street, Glasgow.
,, St. Andrew's R.C.S.	Rev. J. Mackintosh.	52, Great Clyde Street, Glasgow.
,, St. Columba's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
,, St. Francis R.C.S. -	Rev. E. Witsker	St. Francis Priory, Cumberland Street, Glasgow.
,, St. John's (Macfarlane Street) Ch. S.	J. Barrie -	97, Buchanan Street, Glasgow.
,, St. John's R.C.S. -	Rev. J. B. Macluskey.	30, Portugal Street, Glasgow.
,, St. Joseph's R.C.S. -	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
,, St. Mary's E.S. -	T. M. Stewart, LL.B.	173, St. Vincent Street, Glasgow.
,, St. Mungo's R.C.S. -	Rev. J. McMullan.	36, Parson Street, Glasgow.
,, St. Mungo's Academy R.C.S.	H. J. Currie -	71, Charlotte Street, Glasgow.
,, St. Patrick's R.C.S. -	Very Rev. M. Canon Condon.	11, Oak Street, Glasgow.
,, St. Vincent R.C.S. -	Rev. C. G. Duperier.	40, Duke Street, Glasgow.
,, Springburn, St. Aloysius R.C.S.	Very Rev. J. J. Canon Dyer.	10, Hill Street, Springburn, Glasgow.
Govan, Abraham Hill's Trust S.	J. A. Craigie -	151, Bath Street, Glasgow.
,, Govanhill, Holy Cross R.C.S.	Rev. W. P. O'Brien.	36, Garturk Street, Govanhill, Glasgow.
,, Kinning Park, Our Lady and St. Margaret's R.C.S.	Very Rev. D. A. Canon Mackintosh.	70, Stanley Street, Paisley Road, Glasgow.
,, Partick, St. Peter's R.C.S.	Very Rev. A. Canon Macfarlane, D.D.	St. Peter's, Partickhill, Glasgow.
,, R.C.S. - -	Very Rev. G. Canon Mc Brearty.	St. Anthony's, Govan, Glasgow.
Hamilton (Burgh), Burnbank R.C.S.	Rev. P. Muller -	Roman Catholic Presbytery, Burnbank, Lanarkshire.
Hamilton (Burgh) R.C.S. -	Rev. P. Donnelly.	Cadzow Street, Hamilton.
Hamilton (Burgh), St. John's Grammar S.	J. Loudon, M.D.	Linwood, Hamilton.
Hamilton (Landward), Cadzow R.C.S.	Rev. W. McAvoy	Cadzow, Hamilton.
Lanark (Burgh) R.C.S. -	Rev. J. Walshe	St. Mary's, Lanark.
Lanark (Landward), Smyllum Blind and Deaf Mutes R.C.S.	Rev. J. Walshe	St. Mary's, Lanark.
Lanark, (Landward) Smyllum R.C.S.	C. Chislett -	Hope Street, Lanark.
Larkhall R.C.S. - -	Rev. F. Young -	Larkhall, Lanarkshire.
Lesmahagow, Blackwood R.C.S.	Rev. F. Young -	Lesmahagow, Lanarkshire.
Maryhill, Lambhill, St. Agnes R.C.S.	Rev. P. Houihan	St. Agnes, Lambhill, Glasgow.
,, R.C.S. - - -	Very Rev. J. Canon Cameron.	Maryhill, Glasgow.
New Monkland, Glenboig, Our Lady and St. Joseph R.C S.	Very Rev. J. Canon McCay.	St. Patrick's, Coatbridge.

Name of School.	Correspondent.	Postal Address.
LANARK—*cont.*		
New Monkland, Meikle Drumgray R.C.S.	Rev. M. Fox, D.D.	Longriggend, Lanarkshire.
Old Monkland, Baillieston, St. Bridget's R.C.S.	Rev. P. H. Terken.	Baillieston, Glasgow.
„ Coatbridge, St. Augustine's R.C.S.	Rev. J. Hughes	Langloan, Coatbridge.
„ Coatbridge, St. Patrick's R.C.S.	Very Rev. J. Canon McCay.	St. Patrick's, Coatbridge.
„ Gartsherrie, Ch. S.	C. Denholme -	Royal Bank of Scotland, Coatbridge.
„ Tollcross, St. Joseph's R.C.S.	Rev. J. H. Kirk	St. Joseph's, Tollcross, Glasgow.
„ Whifflet R.C.S.	Rev. T. Curran	Whifflet, Coatbridge.
Rutherglen R.C.S. - -	Rev. D. McCarthy.	Main Street, Rutherglen, Glasgow.
Shettleston, Cardowan, St. Joseph R.C.S.	Rev. J. Black -	Steps Road, Glasgow.
„ Eastmuir R.C.S.	Rev. P. Gaule -	Shettleston, Glasgow.
Shotts, Cleland R.C.S. - -	Rev. P. Hackett	St. Mary's, Cleland, Lanarkshire.
Walston, Ellsridge Hill S. -	J. Wyber -	Ellsridgehill, Biggar.
Wandell and Lamington, Lamington Female and Infant S.	Lady Lamington	Lamington, Lanarkshire.
LINLITHGOW.		
Abercorn, Girls' S. - -	Rev. J. H. Crawford.	Abercorn, South Queensferry.
Bathgate (Town) Academy -	Scott, Moncrieff, Thomson and Shiells.	141, George Street, Edinburgh.
„ „ R.C.S. -	Rev. J. Hannan	Livery Street, Bathgate.
Bo'ness and Carriden, Blackness Girls' S.	Rev. W. Dundas	Manse of Carriden, Bo'ness.
„ Girls' S. - -	G. Davidson -	Walton, Linlithgow.
Linlithgow (Burgh), St. Joseph R.C.S.	Rev. D. Easson	Roman Catholic Church, Linlithgow.
Uphall, Broxburn R.C.S. -	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Whitburn, East Benhar Colliery S.	J. Liddell -	4, York Buildings, Queen Street, Edinburgh.
„ Fauldhouse, St. John's R.C.S.	Rev. F. Mc.Carthy.	St. John's, Fauldhouse, Linlithgowshire.
NAIRN.		
Ardclach, Fornighty S. -	J. C. Brodie & Sons.	5, Thistle Street, Edinburgh.
Nairn (Burgh), St. Mary's R.C.S.	Rev. A. Bisset -	Chapel House, Nairn.
PEEBLES.		
Traquair, Kirkburn S. - -	Rev. J. Wa lace	Traquair, Innerleithen, Peeblesshire.
„ The Glen S. -	T. Young -	Bank of Scotland, Innerleithen, Peeblesshire.
West Linton E.S. - -	W. Forbes -	Medwyn, West Linton, Peeblesshire.

Name of School.	Correspondent.	Postal Address.
PERTH		
Alyth, E.S. - - - -	Rev. A. S. [illegible]	Alyth, Perthshire.
„ Lochcarnhead Subscription S.	Rev. D. Cameron	Balquhidder Lochearnhead Station, Perthshire.
[illegible]ard P.C.S - -	D. Lawson, J.P.	Bank of Scotland, [illegible] Perthshire.
Blairgowrie, St. Stephen's R.C.S.	Rev. J. Malcolm	8, Bank Street, Blairgowrie.
Caputh, Meikleour Sessional S.	Rev. T. Marshall	Caputh, Dunkeld.
Crieff, St. Columba's E.S. -	Rev. W. R. Cowan	The Parsonage, Crieff.
„ St. Dominic's R.C.S. -	Rev. T. Cassidy	Roman Catholic Church, Cemetery Road, Crieff.
Dunblane, St. Mary's E.S. -	Rev. J. T. F. [illegible]	Brae Port, Dunblane.
Dunkeld and Dowally, Dunkeld, Duchess of Athole's Ch. S.	Rev. L. R. Rothesford.	Dunkeld.
Errol, Female Industrial S. -	W. Goodall	Union Bank of Scotland (Ld.), Errol, Perthshire.
Fowlis Wester, Buchanty, Glenalmond Subscription S.	Rev. T. Hardy -	Fowlis Manse, Crieff.
Gartmore Dalmary Sessional S.	Rev. A. Irving -	Gartmore, Gartmore Station, Perthshire.
Logierait, Grandfully, West Park Ch. S.	Rev. J. McLean	Pitlochry, Aberfeldy
„ Tullich of Fitmarcon Ch. S.	Rev. A. Mellanie.	Logierait, Ballinluig, Perthshire.
Methven, Female Industrial S.	Rev. J. Wilson -	Methven, Perth.
Muthill E.S. - - - -	Rev. W. M. Mellanie.	Muthill, Perthshire.
Persie, Drimmie Burn Ch. S. -	W. Jopp -	Alyth, Perthshire.
Perth (Burgh), St. Andrew's E.S.	Rev. H. Armstrong Hill, B.D.	Perth.
„ „ St. John's R.C.S.	Rev. J. Turner -	16, Melville Street, Perth.
„ „ St. Ninian's E.S.	Rev. G. S. Fardaher, M.A.	20, Balhousie Street, Perth.
„ „ Sharp's Institution (Lower Department) S.	G. A. Mackenzie	Perth.
(Landward) Tullich S. -	T. Daw -	Pullar's Dye Works, Perth.
Tenandry, Aberuchill G.A.S. -	H. Marshall -	Pitlochry.
„ Grantcastle S. -	Mrs C. R. Barbour.	Banksend, Pitlochry.
RENFREW.		
Cathcart, Busby, St Joseph R.C.S.	Rev. L. de Meuron	Roman Catholic Church, Busby.
Eastwood, Pollokshaws, Infant Ch. S.	Rev. G. Campbell	Eastwood, Pollokshaws, Glasgow.
„ Pollokshaws, St Conval's R.C.S.	Very Rev. J. Canon McNamara.	Pollokshaws, Glasgow.

Name of School.	Correspondent.	Postal Address.
RENFREW—*cont.*		
Gourock, St. Ninian's R.C.S. -	Rev. A. Taylor -	St. Mary's, Greenock.
Greenock (Burgh), Cartsdyke, St. Lawrence, R.C.S.	Rev. J. L. Murphy.	Wood Cottage, Under Crescent, Greenock.
Greenock (Burgh), East Greenock E.S.	Rev. J. Trew -	61, Union Street, Greenock.
Greenock (Burgh), St. Mary's R.C.S.	Rev. A. Taylor -	St. Mary's, Greenock.
Greenock (Burgh), Shaw's Water Worsted Mills, Half-Time S.	Fleming, Reid, & Co.	Greenock.
Greenock (Burgh), West, St. John's E.S.	Rev. J. Trew -	61, Union Street, Greenock.
Houston and Killallan, Houston, St. Fillan's R.C.S.	Rev. C. McGhee.	Houston, Johnstone.
Kilbarchan, Linwood R.C.S. -	Rev. W. Davidson.	37, Grahame Street, Johnstone.
Levern, Nitshill R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
Neilston, Barrhead R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
„ St. Thomas R.C.S. -	Rev. D. Brown -	Neilston, Glasgow.
Paisley (Burgh), Ferguslie, Half-Time S.	P. Coats, jun. -	Paisley.
Paisley (Burgh), Neilson Educational Institution.	J. Gardner -	3, County Place, Paisley.
Paisley (Burgh), St. Catherine's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Burgh), St. Mary's R.C.S.	Rev. J. McDonald	73, George Street, Paisley.
Paisley (Burgh), St. Mirren's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Landward), Johnstone, St. Margaret's R.C.S.	Rev. W. Davidson.	Johnstone.
Port Glasgow (Burgh), St. John's R.C.S.	Rev. J. W. McCarthy.	23, Shore Street, Port Glasgow.
Renfrew (Burgh), St. James' R.C.S.	Rev. T. McEvoy	Union House, Renfrew, Renfrewshire.
ROSS and CROMARTY.		
Avoch, Mackenzie Foundation S.	J. Ross - - -	Queensgate Chambers, Inverness.
Kinloch Luichart, Strathgarve S.	C. A. Hanbury -	Brewery, Brick Lane, Spitalfields, E.
Kintail, Dornie, St. Duthac's R.C.S.	Rev. A. Chisholm	Dornie, Stromeferry.
Knockbain, Arpafeelie, St. John's E.S.	Rev. A. Cameron	The Parsonage, Arpafeelie, Inverness.
Lochbroom, Leckmeln S. -	W. Gauld -	Leckmeln, Garve, Ross-shire.
Stornoway F.C.S. - -	Rev. J. Greenfield.	F. C. Manse, Stornoway.
„ Fem. Industrial S. -	C. Orrock -	Chamberlain's Office, Stornoway.
ROXBURGH.		
Hawick (Burgh) R.C.S. -	Rev. J. S. Lyle -	Hawick.
„ „ St. Cuthbert's E.S.	Rev. J. W. T. Hart.	The Parsonage, Hawick.
Jedburgh (Burgh), Sessional S.	W. Mason -	National Bank, Jedburgh.
„ „ St. John's E.S.	Rev. E. H. Molesworth.	The Parsonage, Jedburgh.
Teviothead, Allanwater S. -	J. Steele - -	Branxholme, Hawick.

Name of School.	Correspondent.	Postal Address.
SELKIRK.		
Galashiels (Burgh) E.S. -	Rev. A. A. Jenkins.	The Parsonage, Galashiels.
„ „ R.C.S. -	Rev. W. Lea -	Galashiels.
Kirkhope, Duke of Buccleuch's S.	Rev. H. Macmillan.	Kirkhope, Selkirk.
Selkirk (Burgh) R.C.S. -	Rev. W. Forbes-Leith.	High Street, Selkirk.
„ (Landward), Bowhill S.	J. Whyte - -	Carterhaugh, Selkirk.
SHETLAND.		
Lerwick E.S. - - -	A. J. Grierson -	Quendale House, Lerwick.
Nesting, &c., Skerries G.A.S. -	Rev. C. Stubbs -	Whalsay, Lerwick.
Walls, &c., Sandness, Madras Ch. S.	Miss Jamieson -	Crussdale, Sandness, Lerwick.
STIRLING.		
Airth, Dunmore Village E.S. -	Rev. J. G. Sutcliffe.	Dunmore Parsonage, Larbert.
Campsie, Lennoxtown, St. Machan's R.C.S.	Rt. Rev. Monsignor McKerrell.	Lennoxtown, Glasgow.
Denny R.C.S. - - -	Rev. W. E. Rooney.	Denny.
Falkirk (Burgh), St. Francis R.C.S.	Rev. J. Hannan	Falkirk.
Kilsyth (Town) R.C.S. -	Very Rev. M. J. Canon Turner.	Roman Catholic Presbytery, Kilsyth, Glasgow.
Larbert, Carron S. - - -	R. Webster -	Carron Works, Larbert.
Polmont, Rumford R.C.S. -	Rev. J. Hannan	Hope Street, Falkirk.
St. Ninian's, Sauchie Fem. S. -	J. R. Guy -	Old Sauchie Estates Office, Stirling.
Slamannan, Barnsmuir R.C.S. -	Rev. G. Mason -	St. Mary's, Slamannan, Stirlingshire.
Stirling (Burgh) E.S. - -	Rev. C. L. Coldwell.	The Parsonage, Stirling.
„ „ St. Mary's R.C.S.	Very Rev. J. Canon Smith.	Irvine Place, Stirling.
SUTHERLAND.		
Dornoch, Skibo S. -	E. C. Sutherland	Skibo Castle, Dornoch, Sutherlandshire.

Name of School.	Correspondent.	Postal Address.
WIGTOWN.		
Penninghame Challock E.S. -	P. Heron Maxwell.	Duncree, Newton Stewart.
„ Newton Stewart, St. Ninian's R.C.S.	Rev. F. Letters	Newton Stewart.
Stranraer (Burgh), St. Joseph's R.C.S.	Rev. R. Mullins	St. Joseph's, Stranraer.
Wigtown, All Souls' R.C.S. -	Rev. A. Morgan	Roman Catholic Church, Wigtown, Wigtownshire.

TRANSFER SANCTIONED UNDER SECTIONS 38 AND 39 OF THE EDUCATION (SCOTLAND) ACT, 1872, DURING THE YEAR ENDED 31ST MARCH 1895.

Board.	School.	Date of Sanction.
Rathen (Aberdeen) -	Memsie Private School -	17th August 1894.

SALES SANCTIONED UNDER SECTION 36 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL 1894 TO 31ST MARCH 1895.

Board.	School.	Date of Sanction.
Aberdeen Burgh - -	St. Andrew Street Public School.	2nd February 1895.
Colmonell (Ayr) - -	Pinwherry Public School -	10th April 1894.
Edinburgh City - -	Part of ground attached to Broughton Public School.	22nd March 1895.
„ „ - -	„ „ „ -	„ „
Kincardine O'Neil (Aberdeen).	Old Public School (with Teacher's house) and site.	4th September 1894.
Loudoun (Ayr) - -	Newmilns Public School -	15th October 1894.
Scoonie (Fife) - -	Old Parochial School and Teacher's house.	19th March 1895.

List of Loans sanctioned by the Scotch Education Department under Section 45 of the Education (Scotland) Act, 1872, from 1st April 1894 to 31st March 1895.

County.	Board.	Amount.		
		£	s.	d.
Aberdeen	Aberdeen (Burgh)	25,820	0	0
,,	Cruden	[illegible]	0	0
,,	Drumblade	270	0	0
,,	[illegible]	400	0	0
,,	Huntly	1,500	0	0
,,	Kennay	290	0	0
,,	Kincardine O'Neil	1,400	0	0
,,	Kinnamonth	400	0	0
,,	Strathdon	350	0	0
,,	Strichen	850	0	0
,,	Tarland	1,270	9	0
,,	Tarves	718	0	0
Argyll	Oban (Burgh)	1,300	0	0
,,	Tarbert	1,000	0	0
Ayr	Alloway and Ayr (Landward)	2,200	0	0
,,	Kilmarnock (Burgh)	1,400	0	0
Banff	Enzie	315	0	0
,,	Keith	2,160	0	0
Berwick	Chirnside	300	0	0
,,	Lauder	500	0	0
,,	Polwarth	230	0	0
Bute	Cumbrae	800	0	0
Caithness	Dunnet	180	0	0
,,	Halkirk	251	16	0
Clackmannan	Tillicoultry	320	0	0
Dumbarton	Bonhill	2,000	0	0
,,	New Kilpatrick	1,200	0	0
,,	Old Kilpatrick	1,750	0	0
,,	Row	540	0	0
Dumfries	Annan	1,500	0	0
,,	Balmaclellan	87	10	0
,,	Dalry	50	0	0
,,	Drysdale	3,350	0	0
,,	[illegible]	112	10	0
,,	Hutton and Corrie	200	0	0
,,	Langholm	1,250	0	0
,,	Moffat	275	0	0
Edinburgh	Cockerpluine	1,150	0	0
,,	Edinburgh (City)	51,850	0	0
,,	[illegible]	[illegible]	0	0
,,	Inveresk (Landward)	200	0	0
,,	Leith (Burgh)	[illegible]	0	0

County.	Board.	Amount.		
		£	s.	d.
Edinburgh	Musselburgh (Burgh)	1,000	0	0
„	Portobello (Burgh)	670	0	0
Elgin	Duffus	220	0	0
„	Elgin (Burgh)	1,200	0	0
„	„ (Landward)	450	0	0
Fife	Cameron	60	0	0
„	Crail	300	0	0
„	Cupar (Burgh)	350	0	0
„	Dunfermline (Burgh)	2,800	0	0
„	Dysart (Burgh)	1,750	0	0
„	Forgan	1,726	0	0
„	Inverkeithing	600	0	0
„	Lochgelly	205	0	0
Forfar	Craig	1,600	0	0
„	Forfar (Burgh)	2,200	0	0
„	Mains and Strathmartine	1,850	0	0
Haddington	Dunbar (Burgh)	1,200	0	0
„	North Berwick	2,500	0	0
Inverness	Abernethy and Kincardine	84	4	0
„	Inverness and Bona (Landward)	499	2	0
„	North Uist	902	10	0
„	Portree	410	0	0
„	Sleat	200	0	0
Kincardine	Banchory Devenick	450	0	0
„	Fetteresso and Rickarton	100	0	0
„	Fordoun	188	5	0
„	Laurencekirk	250	0	0
„	Nigg	900	0	0
Kirkcudbright	Kelton	740	0	0
„	Kirkmabreck	500	0	0
Lanark	Airdrie (Burgh)	5,400	0	0
„	Biggar	450	0	0
„	Cambuslang	200	0	0
„	Crawford	324	0	0
„	Dalserf	675	0	0
„	Glasgow (Burgh)	47,435	0	0
„	Govan	21,342	6	0
„	Larkhall	7,500	0	0
„	Lesmahagow	400	0	0
„	New Monkland	480	0	0
„	Old Monkland	7,730	0	0
Linlithgow	Carriden	1,100	0	0
„	Torphichen	1,751	0	0
Orkney	Holm	125	0	0
„	Stronsay and Eday	220	0	0
Peebles	Kirkurd	250	0	0
„	Peebles	500	0	0
Perth	Auchterarder	45	0	0
„	Callander	2,300	0	0
„	Little Dunkeld	650	0	0

County.	Board.	Amount.
		£ s. d.
Renfrew - - -	Greenock (Burgh) - -	2,400 0 0
,, - - -	Neilston - - -	1,037 0 0
,, - - -	Skelmorlie - - -	1,200 0 0
Ross - - -	Lochalsh - - -	225 0 0
,, - - -	Stornoway - - -	1,350 0 0
Selkirk - - -	Galashiels (Burgh) - -	174 18 6
Shetland - - -	Tingwall, Whiteness, and Weisdale.	500 0 0
Stirling - - -	Campsie - - -	4,500 0 0
,, - - -	Falkirk (Burgh) - -	700 0 0
,, - - -	Kippen - - - -	911 0 0
,, - - -	St. Ninian's - - -	130 0 0
Wigtown - - -	Whithorn - - -	400 0 0
,, - - -	Wigtown - - - -	620 0 0
	Total - -	255,025 10 6

List of Schools recognised under Section 67 (2) of the Education (Scotland) Act, 1872, since the Publication of last Report.

County.	Name of School.
Ayr - - - -	Largs, St. Mary's R.C.
Edinburgh - - - -	Lasswade, Rosewell, St. Matthews R. C.
Fife - - - -	Carnock, Oakley St. Margaret's R. C.
Lanark - - - -	Glasgow, Our Lady and St. Francis R. C.

Grants have been promised on the ground that no sufficient provision exists for the children for whom the schools are intended, regard being had to the religious belief of their parents.

COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND.

Appointment of Vice-President.

(*Extract from the London Gazette of the 2nd July* 1895.)

At the Court at Windsor, the 29th day of June 1895.

PRESENT:

The Queen's Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to direct that the Right Honourable Alexander Hugh, Lord Balfour of Burleigh, be appointed Vice-President of the Committee of Council on Education in Scotland, and that the Right Honourable the Secretary for Scotland do prepare a warrant for Her Majesty's royal signature accordingly, under the provisions of an Act passed the forty-eighth and forty-ninth year of Her Majesty's reign, intituled, "An Act for appointing a Secretary for Scotland "and Vice-President of the Scotch Education Department."

Appointment of Committee.

(*Extract from the London Gazette of the 9th July* 1895.)

At the Court at Windsor, the 8th day of July 1895.

PRESENT:

The Queen's Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Lord President of the Council, the Secretary of State for the Home Department, the Right Honourable Lord Balfour of Burleigh, Secretary for Scotland (Vice-President), the Right Honourable Lord Watson, the First Lord of the Treasury, the Chancellor of the Exchequer, the Right Honourable Charles Thomson Ritchie, and the Lord Advocate, to be a Committee of Council on Education in Scotland.

CODE (1895)

OF THE

SCOTCH EDUCATION DEPARTMENT.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, in—

(*a.*) maintaining schools for children (Article 6); and

(*b.*) training teachers (Article 83).

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed :—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) This time table is to be submitted to the inspector for approval, on behalf of the Department, at the time of his annual visit (Article 11).

(*c.*) The education given must consist chiefly of elementary instruction.

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

* "The term 'Scotch Education Department' shall mean The Lords of any "Committee of the Privy Council appointed by Her Majesty on Education in "Scotland" (Education (Scotland) Act, 1872, s. 1).

No school shall be eligible for grants if—

(*a.*) the average fee exceeds ninepence a week, or

(*b.*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (*a.*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August* 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (*b.*)).

(*c.*) Higher class public schools (*ibid.*, sec. 62–64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

(*a.*) The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

(*b.*) The Inspector's annual visit to an infant school may be omitted if he has paid to such school not less than two visits without notice.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Department informs the managers of a change. Notice of the day of the inspector's annual visit is given beforehand to the managers.

12. An inspector, sub-inspector, or inspector's assistant may visit any public school, or other school subject to inspection, at any other time without notice.

13. Grants are issued to each school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

Exceptions :—

An instalment of the grant conditionally due may be paid,—

(*a.*) When the inspector's visit is postponed, owing to a change in the month of inspection (Article 11), for three months or upwards.

(*b.*) When from an epidemic, or other unavoidable cause, the inspection cannot be held within three months after the date at which the grant is due.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER I.

ANNUAL GRANTS.

PART I.

SCHOOLS FOR CHILDREN.

SECTION I.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

(*d.*) The principal teacher is certificated (Article 43), and is not allowed to undertake duties, not connected with the school, which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).

* In administering this Article the Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child in average attendance in each room, but in schools erected since the 1st January 1874, with the aid of a building grant or loan, the average attendance should not exceed the number of children for whom the plans were approved by the Department.

(*e.*) Due notice is given to the Department of any changes in the school staff (Article 39) which occur in the course of the year. The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department; *or* (2) the acting teacher passes the examination for a certificate (Article 44).

(*f.*) The girls are, as a rule, taught plain needlework * and cutting out as part of the ordinary course of instruction.

(*g.*) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 70 (*e*) and 80) may be accepted as trustworthy.

(*h.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

(*i.*) The income of the school is applied only for the purpose of† public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Grants to Day Schools.

19. The managers of a school which has met not less than 400‡ times, in the morning and afternoon, in the course of a year, as defined by Article 13, may claim at the end of such year—

A. The following sums per scholar, according to the average number in attendance throughout the year (Article 26).

(1.) 10*s.*; or in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds

* This includes darning, mending, marking, and knitting; but no fancy work of any kind may be done in school hours. *See* Schedule III., which contains a scheme of instruction in needlework, according to which it must be taught where a grant is claimed under Article 19 A. (4).

† *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

‡ *Exceptions:—*

i. If a school is employed for the purpose of taking the poll at a *Parliamentary election*, under section 6 of the Ballot Act, 1872, or at an election for a county council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, or at an election for a Parish Council under the Local Government (Scotland) Act, 1894, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year, under medical authority, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic, or other unavoidable cause, for x weeks, the number of meetings required will be $\frac{46-x}{46} \times 400$.

65 per cent. but does not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 11*s.*; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number, 12*s.*; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 13*s.*; where the average attendance exceeds 80 per cent. of such number, 14*s.*†

(2.) 1*s.* if the scholars are satisfactorily taught to sing by note, *i.e.*, by the standard or any recognised notation; or 6*d.* if they are satisfactorily taught to sing by ear.

(3.) 1*s.* 6*d.*, if the inspector reports that the organization and discipline are *excellent; or*, 1*s.* if he reports that they are *good*. The higher grant will not be recommended unless drill or some other form of physical exercise, approved by the Inspector, be included in the curriculum.

(4.) 1*s.* (calculated on the average attendance of girls only) if the girls are satisfactorily taught needlework according to the Third Schedule.

(5.) 1*s.* (calculated on the average attendance of boys only) if the boys are satisfactorily taught elementary science according to a scheme approved by the Department.

The inspector will bear in mind, in reporting on the organization and discipline, the results of any visits without notice (Article 12) made in the course of the school year; and will not interfere with any method of organization adopted in a training college under inspection if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

B. Also a grant per scholar on the examination in Elementary or Standard subjects,

1. (*a.*) According to the average number in attendance throughout the year of children under Standard III., of 1*s.*, if the inspector reports that the teaching of such children is fair; 2*s.* if he reports that it is good; 3*s.* if he reports that it is excellent.

(*b.*) According to the average number in attendance throughout the year of children above Standard III., of 1*s.* 6*d.* if the inspector reports that the teaching of such children is fair; 2*s.* 6*d.* if he reports that it is good; 3*s.* 6*d.* if he reports that it is excellent.

2. If the infants, *i.e.*, children under Standard I., are taught as a separate department, by a certificated

* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

† The special rates of payment will not be payable if it appears to the Department that the School Board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the per-centage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (*b.*) are not included.

The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

teacher and in accordance with a time-table of their own, in a room properly constructed and furnished for their instruction, the grant (Article 19 B.) in that department may be increased by one shilling per head.

3. In the counties specified in Article 19 A. (1.) if the children under Standard III. are partly taught by a Gaelic-speaking pupil-teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, and who earns a grant under Article 19 E., the grant (Article 19 B. 1 (*a.*)) per head on the average number in attendance under that Standard may be increased by one shilling.

4. All scholars whose names are on the registers of the School must, as a rule, be present at the inspection, unless there is a reasonable excuse for their absence. All the scholars present are liable to be examined.

5. The instruction of the scholars must include the three subjects of Reading, Writing, and Arithmetic, given, except in the case of infants, according to the Standard (Article 28), in each of these subjects, which is suitable to the capacity of each scholar. As a rule the scholars examined in any subject of instruction will be examined in the classes in which they are taught.

6. In ordinary circumstances scholars should be advanced not less than one Standard in a year.

7. If the School is taught in separate departments, each department will be separately reported on, and the grant under this Article (Article 19 B), may be paid at a different rate for each.

C. A grant on the examination in class subjects amounting to 4*s.*, 5*s.*, or 6*s.*, according as the inspector reports that the teaching is fair (4*s.*) or good (5*s.*), or very good (6*s.*).

This grant is paid on the average attendance throughout the year of children above seven years of age.

The instruction under this Article must be according to a definite scheme submitted to and approved by the Department at the beginning of the school year. The subjects included should be taught in relation to one another, and the Inspector will, in reporting, keep in view the effectiveness of the instruction in stimulating the interest and developing the intelligence of the children.

Subjects may be grouped in the lower standards, but children in and beyond Standard V. must show knowledge of at least two class subjects (Schedule V.).

1. The recognised class subjects (Schedule V.) are:—
   (*a.*) English.
   (*b.*) Geography.
   (*c.*) History.
   (*d.*) Some form of educational manual work to be taught in connexion with drawing.
   (*e.*) Elementary Science.

2. In districts where Gaelic is spoken, the intelligence of the children examined under any paragraph of this Article (19) may be tested by requiring them to explain in Gaelic* the meaning of any passages read or recited.

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* Gaelic may be taught during the ordinary school hours, either by the certificated teacher, or by any person specially employed for the purpose.

3. All scholars present at the Inspection are liable to be examined in any class subjects that are taken.

4. The mode of examination* is left to the discretion of the inspector.

5. If the boys are not taught elementary science under Article 19 A. (5), the scheme must provide for their suitable instruction during the time in which the girls are taught needlework.

6. The grouping of children for class subjects may differ from the standard classification provided that children presented in Standard V. show knowledge of class subjects corresponding to their standard.

D. A special grant† of 10*l.* (or 15*l.*), subject to a favourable report from the inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32 (*a*).

(*a.*) In thinly peopled districts where the number of scholars that can be brought together at one centre is less than 20, children under 10 years of age living more than two miles and children over 10 years of age living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector on the day of his annual visit to the central school, or at some other place approved by the Department, the managers of such school may claim—

(1.) 14*s.* for children under Standard III. (Article 28), if the inspector reports that the teaching of such children is fair; 16*s.* if he reports that it is good; 18*s.* if he reports that it is excellent.

(2.) 15*s.* for children above Standard III., if the inspector reports that the teaching of such children is fair; 17*s.* if he reports that it is good; 19*s.* if he reports that it is excellent.

In awarding the grants under sections (1) and (2), the character of the instruction in class subjects and needlework will be taken into account.

(*b.*) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

E. A grant according to the following scale is made in respect of each

* Examination on paper will, as a rule, be confined to scholars above Standard V.
† *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

pupil-teacher* required by Article 32 (*c.*), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,† the arrangements for whose instruction are approved by the inspector, and who passes the examination at the end of the second year, or obtains a place in the first or second class in the Queen's Scholarship and Studentship Examination (Article 92) :—

1st Year.	2nd Year.	3rd Year.	Queen's Scholarship and Studentship.
2*l.*	2*l.* 10*s.*	2*l.* 10*s.*	5*l.* (1st class). 4*l.* (2nd class)

(*a.*) A grant of 10*l.* [or 15*l.*] is made in respect of each assistant teacher required to make up the minimum staff of the school, who after serving in that capacity for three years in schools under the same management, and receiving during that time special instruction under arrangements approved by the Department, obtains a place in the second [or first] division at the examination for certificates, in second year papers.

20. For each blind or deaf-mute scholar in a day or evening school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—

(*a.*) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b.*) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

21. If the time table of the school has provided for the continuous teaching throughout the year of one or more specific subjects of secular instruction according to the table in Schedule IV.—

(*a.*) A grant of 4*s.* per subject may be made for every day scholar, presented in Standards V.–VI. (Article 28) who passes a satisfactory examination in not more than *two* of such subjects. Where, in any parish (or burgh in which the population does not exceed 10,000) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres, sanctioned by the Department, a school in which at least one teacher shall be certified by the Inspector to be qualified to give efficient instruction in specific subjects, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c.*), in such a school this grant may be increased to 10*s.* per subject.

* This grant must in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers. The remainder, if any, should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

† This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.

(*b.*) Any scholar who has previously been presented in Standard VI., and is now presented in the class subjects, may be presented for examination in *three* specific subjects.*

In the case of a successful candidate for the merit certificate (Article 29), grants may be allowed for those stages of any specific subjects taken by him, for which a grant has not previously been paid on account of such candidate†: provided that not more than three passes in all under this Article be paid for on account of any one scholar.

(*c.*) Except in the case of successful candidates for the merit certificate (Article 29), no payment will be made under this Article, unless either at the current inspection or at that of the preceding year the school has obtained at least the mark "good" under Article 19 B. 1 both under and over Standard III.

(*d.*) No grant may be claimed under this Article on account of any scholar who has been examined, in the same subject, within the preceding year, by the Department of Science and Art.‡

(*e.*) A scholar may not be examined a second time in the same stage of a specific subject, unless he has failed to pass in that stage; nor, after being examined in a subject, may the scholar change it for another, before completing the first, except under special circumstances, and when the consent of the Department has been obtained.

22. Where the inspector reports that special and appropriate provision is made for the practical teaching of cookery by a teacher who holds a certificate from a training school of cookery recognised by the Department, or whose competency§ is otherwise proved to the satisfaction of the Department, there may be made (*a*) a grant of 4*s.* on account of any girl in or above the fourth standard, or who has previously been presented in Standard VI., who has attended not less than 40 hours during the school year at a cookery class, and has spent not less than 20 of those hours in cooking with her own hands in a class in which not more than 24 scholars are taught at the same time by one teacher, or (*b*) a grant of 2*s.* on account of any girl so qualified who has attended not less than 24 hours, and has spent not less than 12 of those hours in cooking with her own hands in a class in which not more than 12 scholars are taught at the same time by one teacher. A girl attending this class should receive concurrently some instruction in domestic economy.

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* A scholar who has been prepared for presentation in Standard VI., but owing to illness or other cause approved by the inspector has not been presented in that standard, may be presented in three specific subjects under this article. Scholars beyond Standard VI. will be expected to show satisfactory progress in Standard subjects.

† Pass on account of a candidate who obtains the merit certificate, not having previously passed in any stage of the specific subject chosen, 12*s.* will be allowed, while, if the candidate has already passed in one stage of the subject, 8*s.* will be allowed.

‡ See Directory of Science and Art Department (1894), p. 29, regulation 11.

" No pupil in an elementary school, receiving aid from the Scotch Education
" Department, may be presented for examination by the Department of Science and Art
" or represented in any subject of science unless he has passed Standard VI. of the
" Scotch Code: * * * *
" No one may be presented for examination by the Department of Science and
" Art in any subject in which he has been examined, since the preceding 1st August,
" by the Scotch Education Department for a class or specific subject grant."

§ The course for the certificate should cover a period of at least four months, and should provide training in practical teaching and in demonstration.

(*a.*) Where the inspector reports that special and appropriate provision has been made for the practical teaching of laundry-work by a teacher recognised by the Department as qualified to teach that subject, a grant of 2*s.* is made on account of any girl in the fourth or any higher Standard, or who has previously been presented in Standard VI., who has attended not less than 20 hours during the school year at a laundry class of not more than 14 scholars.

(*b.*) Where the inspector reports that special and appropriate provision has been made for the practical teaching of dairy work by a teacher holding a certificate recognised by the Department, or otherwise recognised by the Department as competent to teach dairy work, a grant of 4*s.* is made on account of any girl in the fourth or any higher standard, or who has previously been presented in Standard VI., who has attended for not less than 20 lessons, of at least two hours each, a class of not more than 14 scholars.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* or, in an infant school or department, one hour and a half†;

(*a.*) Between the 1st of November and 1st of March, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.

(*b.*) Two consecutive hours are reckoned as an attendance and a half in the case of—

(1.) Scholars who have passed the 3rd Standard‡ and are—

(*a.*) Employed under any half-time Act.

(*b.*) Over 10 years of age and certified by the managers to be prevented from giving full attendance at school in consequence of being beneficially and necessarily employed at work during school hours.

(2.) Scholars residing two miles or upwards from a suitable State-aided school.

Provided that the attendances shall not be so reckoned in the case of any scholar who has not attended at least 150 times in the course of the school year; and that the additional attendances

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* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

‡ Education (Scotland) Act, 1883, § 8: "Passing a standard within the meaning " of the two immediately preceding sections signifies passing in each of the three " subjects of reading, writing, and elementary arithmetic, as prescribed for the re- " spective standards of examination by the minutes of the Scotch Education Depart- " ment regulating the administration of the parliamentary grant for Education in " Scotland for the year one thousand eight hundred and eighty-three, or for any " subsequent year."

shall be limited to such a number as, when added to the number of actual attendances, will give a total equal to three-fourths of the number of attendances which such scholar could have made during the year.

24. Attendance of boys at military drill, or swimming lessons, under a competent instructor, or of girls at lessons in practical cookery, laundry, or dairy work, approved by the inspector, may, in a day school, be counted as school attendance for not more than 40 hours in the year, and (*in the case of drill and swimming lessons*) two hours a week.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Standards of Examination.**

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.**	Easy book, not confined to words of one syllable.	Reading, easy narrative.	Improved reading of plain narrative.	Reading with expression a passage from a history or other book in use in the school.	Reading with expression a short passage of prose or of poetry.	Reading with improved expression.
Writing.	A line from the same book, copied in large or half text, on slates or in copy-books, at option of managers.	(*a*) A short sentence, of not more than three lines, from the same book, slowly read out once, and then dictated word by word. (*b*) Writing large or half-text: copy-books to be submitted.	(*a*) Five lines from the same book, slowly read out once, and then dictated by a few words at a time. (*b*) Fair small-hand, with capital letters, and figures, to be shown in copy-books.	(*a*) Eight lines slowly read out once, and then dictated from the same book. (*b*) Improved small-hand, to be shown in copy-books.	Writing from memory the substance of a short story or narrative read out twice by the Inspector; spelling, grammar, and hand-writing to be considered. *N.B.*—An exercise in dictation may, at the discretion of the Inspector, be given in place of either of the above.	A short letter or theme on a subject to be prescribed by the Inspector. The form of composition, spelling, grammar and hand-writing to be considered.
Arithmetic.†	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 10,000. Simple addition and subtraction of numbers of not more than ten figures. In addition, not more than eight lines to be given, with not more than four figures in each line. Multiplication by single figures up to 6.	Notation and numeration up to 1,000,000. Four simple rules. Addition and subtraction of money.	Compound rules (mixed reduction (money, common weights, and measures). Addition and subtraction of easy vulgar fractions.‡	Simple practice, bills of parcels, and simple proportion; easy sums in the four elementary rules of vulgar fractions; elementary lessons on the notation of decimal fractions.	Compound proportion, vulgar and decimal fractions, and simple interest. Revisal of the work of previous standards with more difficult examples.

* Scholars may be examined in the work of any standard lower than that in which they are presented.

** Reading with intelligence will be required in all the standards and increased fluency and expression in the successive years. It will be tested in the ordinary class books, if approved by the Inspector, but these cannot be of unsuitable length and character. If they are not so, books selected by the Inspector will be used. A scholar must have at least, two sets of reading books, one of which may be a manual of history or geography, of sufficient length and difficulty to serve as a reading book.

† The work of girls will be judged more leniently than that of boys. The Inspector may [illegible] Model Arithmetics, suitable to their respective standards [illegible] Inspector the introduction of the metric system in order to test their knowledge [illegible]

‡ The tables to be learned include those weights and measures only which are in ordinary use, viz.:—

Weight.—The ton, hundredweight, quarter, stone, pound, ounce, and drachm.

Length.—The mile, furlong, chain, rod or pole, yard, foot, and inch.

Area.—The square mile, acre, rood, pole or perch, the square yard, foot, and inch.

Capacity.—Quarter, bushel, peck, gallon, quart, and pint.

Time.—Year, month, week, day, hour, minute, and second.

The questions set will be such as need not involve the use of fractions.

29. A certificate of merit will be granted by the Department to any scholar over 13 years of age, who satisfies the inspector that he has attained a standard of thorough efficiency in the three elementary subjects (Article 28) as well as in the class subjects (at least two) professed in the school, and who at the same time passes an examination embracing all the stages of one specific subject or two stages of two specific subjects, other than domestic economy.

The managers will furnish a list (on a schedule supplied by the Department on special application by the managers) of the scholars to be presented for merit certificates; and the teacher must certify to the character and conduct of each pupil admitted to the examination.

The merit certificate will attest thorough efficiency in the three elementary subjects, and will state the specific and class subjects taken by the scholar to whom it is granted. No merit certificate will be issued to a scholar who has not mastered all the standards set forth in Article 28, or who does not show ease and fluency in reading, considerable facility in writing and composition, and the power of applying the rules of arithmetic in a way likely to prove useful in the common affairs of life. Some test of mental arithmetic may also be applied.

30.
31. } *Lapsed Articles.*

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19 to 22) may be reduced,*—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 13), by its excess above the income† of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where "a School rate of not less than 3*d.* in the pound, on the "rateable value of the parish has been levied," (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889) this Article will not be enforced.

(*b.*) By not less than one-tenth nor more than one-half in the whole upon the inspector's report, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding of class-rooms, or for untidy state of rooms or offices, or (after six months'

* The conditions of this Article do not apply to grants under Article 20.

† *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department as educational.

notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 25 (or fraction of 25) scholars over three years of age in average attendance, after the first 60,—

A deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 15 scholars out of every 25 for whom a pupil-teacher is required but not provided.*

2. A certificated (Article 43) assistant teacher, is sufficient for a further average attendance of 70 scholars; an assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*), for 50 scholars; and an assistant teacher fulfilling the conditions of Article 79 (*c.*), for 40 scholars.

3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the inspector, accepted as equivalent to a pupil-teacher.

(*d.*) By one-twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)), unless due to some exceptional and unavoidable cause, intimated at the time and accepted by the Department as sufficient. This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (*c*).

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17 (*g.*)),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(*c.*) A time table. This must be approved by the managers and signed by Her Majesty's Inspector, and must show the hours of instruction in the various elementary class and specific subjects, and also the hours given to the instruction of pupil-teachers and monitors, and the subjects of their instruction.

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

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* According to this rule,—

(1.) No pupil-teacher is required when the average attendance does not exceed 60.

(2.) One pupil-teacher is required when it exceeds 60 but does not exceed 85.

(3.) Two pupil-teachers are required when it exceeds 85 but does not exceed 110, and so on, but see Article 70 (*g*).

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, monitors, and pupil-teachers, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, illness, visits of the compulsory officer, &c., which may require to be referred to at a future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log-book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the inspector's report, after his annual visit, or any visit made without notice, and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the ——class*, or *pupil-teacher of the ——year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the inspector's report. The correspondent or two of the managers must sign this entry, which settles the school staff for the year (Article 13).

40. The inspector will call for the log-book and portfolio at every visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

Section II.

Teachers referred to in the preceding Section.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Provisionally certificated teachers. (*c.*) Assistant teachers. (*d.*) Pupil-teachers.

42. Lay persons alone can be recognised as teachers; but this condition will not apply to any person to whom a certificate is granted under Article 66.

Certificated Teachers.

43. In order to obtain certificates, candidates must be examined in second year's papers (Article 47 II.), and must undergo probation by actual service in school (Article 51).

Examination for Certificates.

44. An examination will be held on the 24th June 1895 at the several training colleges under inspection, and at such other centres as may be necessary.

The examination held by the English Education Department is accepted as equivalent to the corresponding Scotch examination.

45. A syllabus of the subjects of examination for male and female candidates respectively may be had on application to the Department.

46. The names of all candidates for the examination in 1895, not being Queen's Scholars, must be notified to the Department before the 1st of May 1895.

47.* I.—The examination in first year's papers is open to,—

(*a.*) Queen's Scholars or Students who have been under training (Article 83) for at least one year; *or*,

(*b.*) Candidates who are upwards of 20 years of age, and have *either*—

been employed for not less than one year as provisionally certificated teachers (Article 60); *or*,

served as assistant teachers (Article 79), for at least 12 months, in day schools approved by the Department, under certificated teachers, and obtained a favourable report from an inspector on their skill in teaching and reading.

II.—The examination in second year's papers is open to,—

(*a.*) Queen's Scholars or Students who have passed the examination in first year's papers, and have subsequently completed at least one additional year of training; or persons trained under Article 95 (*b*).

(*b.*) Candidates who have passed the examination in first year's papers, and have subsequently, while in a situation as provisionally certificated teachers, or fourth class certificated, or assistant teachers (Article 60 or 79) obtained a second favourable report from an inspector on their skill in teaching and reading.

(*c.*) Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,† for not less than six months, in a day school, approved by the Department, satisfy the inspector of their practical skill as teachers.

Candidates who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the authorities of their college, the local committee, or by the managers of the school in which they last served.

48. In the case of Queen's Students (Article 83) or of Queen's Scholars attending classes in a Scottish University under Article 95 (*c*), the examination for certificates in the subjects taught in the classes of a Scottish University will be conducted jointly by the Professors of such University and by one or more of the Chief Inspectors.

Graduates (Article 47 II. (*c*)) are not required to take any papers save those on School Management (*i.e.*, the School Management paper for second year students, and a special paper for graduates (Article 28, and Schedule I., columns 4–7)), which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

The Department may accept in place of the school management paper and the special paper for graduates, a certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them.

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* This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

† This course may be taken (1) after graduation; (2) in the interval between two University sessions; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 24 weeks, and must take part in the general work of the school as will enable him to become fully acquainted with its organisation and methods of teaching.

49. A list is published showing the successful candidates, arranged in three divisions in the first year, and three divisions in the second year.

50. The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

Probation.

51. Candidates for certificates, after successfully passing the examination in second year's papers, must, as teachers continuously engaged in the same schools, obtain two favourable reports from an inspector, with an interval of one year (Article 13) between them; and, if the date when the first of these reports is due (Article 13) be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required. If the second (or third) report is favourable a certificate is issued.

In cases where a teacher is appointed to another school before completing the period of probation, the change being due to causes approved by the Department, the certificate will be issued after three favourable reports have been obtained in a period of not less than two years.

52. Teachers under probation satisfy the conditions which require that schools be kept by certificated teachers.

Certificates.

53. Certificates are issued of three classes. No certificate is originally issued above the second class.

54. Candidates who are placed by examination in the first division of the second year (Article 49), graduates examined under Article 47 II. (*c*), and certificated teachers who subsequently become graduates in Arts or Science of any University in the United Kingdom receive certificates of the second class, which can be raised to the first class by good service only.

(*a.*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports.

(*b.*) Teachers holding parchment certificates of the first class have no entry made thereon, but are entitled to claim from the managers a certified copy of the inspector's annual report as soon as it has been entered in the log book.

55. Candidates who are placed by examination in the second or third division of the second year (Article 49), receive certificates of the third class, which can be raised by good service only.

Provisionally Certificated Teachers.

56. *Lapsed Article.*

57. Provisional certificates do not entitle the teachers to have the charge of pupil-teachers.

58–9. *Lapsed Articles.*

60. Pupil-teachers who have completed their engagement with credit and have passed in the first class in the Queen's Scholarship and Studentship examination, may, if specially recommended by the inspector, on the ground of their practical skill as teachers, be provisionally certificated (higher grade) for immediate service in charge of schools which have an annual average attendance of not more than 60* scholars; and pupil-teachers and others who satisfy the conditions of Article 79 may, with the special sanction of the Department, be provisionally certificated (lower grade) for immediate service in charge of schools which have an annual average attendance of not more than 30* scholars.

* If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

61. When teachers, provisionally certificated of either grade, complete their 25th year of age, their provisional certificates are *ipso facto* cancelled. Before appointing a teacher under Article 60 managers should ascertain from the Department whether he is provisionally certificated in either grade, and also the date on which his certificate will be cancelled.

(*a.*) The provisional certificate is confined to an entry of the name in a register kept by the Department, and does not involve the issue of any certificate.

62. The managers of several schools may combine to employ an organizing teacher to superintend the certificated teachers of these schools (*see footnote to Article* 32 (*a*)).

63–6. *Lapsed Articles.*

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The inspector reports of each school visited by him whether it is efficient in organization, discipline, instruction, and registration.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has informed the teacher of the charges against him, and given him an opportunity of explanation.

Pupil-teachers.

70. Pupil-teachers are boys or girls employed to serve in a day* school on the following conditions, namely :—

(*a.*) That the school is under the charge of a certificated teacher, that the premises and apparatus are suitable; and that the Inspector reports the school to be efficient in respect of organisation, discipline, and instruction. The pupil-teachers must serve in the school under the superintendence of the principal teacher, and suitable arrangements must be made for their instruction either in central classes or otherwise.

(*b.*) At the date of their engagement the pupil-teachers must be not less than 14 years (completed) of age. The engagement of a pupil-teacher must begin on the 1st December and end on the 30th November The engagement must be for two or for four years, unless shortened or lengthened under Article 70 (*d*). Candidates who enter upon a four years' engagement must have passed the preliminary examination (Schedule I).†

Candidates who are not less than 16 years of age may be engaged for a period of two years if they pass the examination for the end of the second year (Schedule I.), or, in addition to passing the preliminary examination (Schedule I.) have obtained a Leaving Certificate of the Lower Grade in at least three subjects of which one must be English, including History and Geography.

(*c.*) They must be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out

* Pupil-teachers may not be employed in an evening continuation school.

† Prospective candidates for engagement should be selected by the managers by competition from the members of older pupils showing a general aptitude for the teaching profession, and until the vacancy actually occurs the selected candidates should receive special instruction relative to the requirements of the First Schedule. The selection should be made early in the school year, and the competition openly announced in the school.

of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d.*) They must be presented for examination at such time and place as may be fixed.

1. Besides the preliminary examination, pupil-teachers will, as a rule, be required to pass two examinations only during their engagement, viz., at the end of the second year and the Queen's Scholarship and Studentship examination at the end of the fourth year. On the application of the managers, and with the sanction of the Department, the latter examination may be taken at the end of the third year, and the engagement shortened accordingly.
2. A pupil-teacher who fails to pass the examination at the end of the second year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will no longer be recognised by the Department. If the cause of failure is accepted by the Department as sufficient, and if the managers are willing to extend the engagement for another year, the pupil-teacher may be again admitted to the examination at the end of the following year.
3. The Queen's Scholarship and Studentship examination may be deferred for a year, but in that case the engagement must be extended under paragraph 4 of the Memorandum of Agreement until the 30th November following, or failing such extension, the pupil-teacher must, until that date, attend a central school sanctioned by the Department as adequately equipped for the preparatory training.
4. The Inspector will, at his annual visit to the school, examine the pupil-teachers in reading, recitation, and teaching, and will report upon the sewing of the female pupil-teachers, and may also examine pupil-teachers who are not in the second or fourth year of their engagement in any of the subjects of instruction contained in Schedule I.

A Leaving Certificate of the Lower Grade in at least three subjects (of which one must be English, including History and Geography) will exempt a pupil-teacher from examination at the end of the second year, except in reading, recitation, and teaching; and a pupil-teacher who has obtained a Higher Grade Leaving Certificate in at least three subjects (of which one must be English, including History and Geography, one Mathematics, and one in an ancient or modern foreign language), and has obtained a satisfactory report in reading, recitation, and teaching, may be reckoned as having passed the Queen's Scholarship and Studentship examination in the first class.

(*e.*) They must each year produce such certificates of health, character, and conduct as are specified in Schedule I.

(*f.*) The managers must enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy of this memorandum is sent to the managers for every candidate approved by the Department, and unless it is duly completed the pupil-teacher does not satisfy Article 32 (*c*).

(*g.*) That not more than *two* pupil-teachers (or *three*, if one be under Article 19 B. 3.) are engaged in the school for every certificated teacher serving in it.

(*h.*) Two *stipendiary monitors* will be allowed—

1. In place of a *third* pupil-teacher required by Article 32 (*c*); or

2. If less than three pupil-teachers are required by Article 32 (*c*), to fill, for two years, the place of *one* of them.

(*i.*) *Stipendiary monitors* must—

1. Be not less than 12 years of age at the date of their appointment;
2. Be recommended by the Inspector, at his annual visit, (Article 11), after then passing the examination in reading, writing, and arithmetic for Standard V. or VI.;
3. Pass the examination for the next higher Standard, or (if admitted after passing Standard VI.) for the Merit Certificate (Article 29).
4. Be paid a stipend fixed by the managers;
5. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement, and confines itself to ascertaining, prior to the engagement of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination has been passed, or proper arrangements have been made for the instruction of the pupil-teacher.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher, or stipendiary monitor, which occur in the course of any year (Article 13) must not be filled up until after the next examination by the inspector.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70 (*f*)) will not be issued by the Department to the managers until the inspector's report has been examined.*

75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of pupil-teacherships which have become vacant during a current year (Article 13), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination prior to permanent engagements; and

(*b.*) That the vacancies were duly reported to the Department (Article 17 (*e*)), and were occasioned by causes accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 13) works a forfeiture under Article 32 (*c*).

77. *Lapsed.*

Pupil-teachers who have successfully completed their engagement.

78. At the close of their engagement† pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of

* *See* note to Article 70 (*b*).

† Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 (*f*)) will not be recognised under Article 60 or 79.

education, they may become assistants in schools (Article 79), or may be provisionally certificated for immediate service in charge of small schools (Article 60), or they may be recognised as Queen's Students, or may be admitted into a training college (Article 95), at the commencement of the next session.

Assistant Teachers.

79. (*a.*) Candidates who have passed the Queen's Scholarship and Studentship examination in the first or second class;

(*b.*) Graduates of any university in the United Kingdom, and persons over 18 years of age who have passed examinations recognised by the Department;*

(*c.*) Candidates who have passed the Queen's Scholarship and Studentship examination in the third class;

may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined.

80. Such assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 13) may be supplied by the appointment of temporary monitors, pursuant to Articles 74, 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

(*a.*) Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

Part II.

TRAINING OF TEACHERS.

Section I.

83. Grants are made to training colleges, which are institutions for the training of candidates for the office of teacher, having practising schools

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* The examinations recognised at the present time are:—

The Leaving Certificate Examination of the Scotch Education Department; provided that certificates in the Higher Grade are obtained in at least two subjects, or a certificate in the Higher Grade in one subject, with certificates in the Lower Grade in at least two subjects.
The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The University of London Matriculation Examination.
The Durham Examination for Senior Candidates not Members of the University.
The Dublin Senior Examination for Women.
The Edinburgh Local Examination for Senior Certificate.
The Glasgow Local Examination for Senior Certificate.
The Glasgow Local Examination for Certificate in Degree Subjects.
The Glasgow Local Examination for Higher Certificate.
The Aberdeen Local Examination for Senior Certificate.
The Aberdeen Higher Certificate for Women.
The St. Andrew's Local Examination for Senior Certificate.
The St. Andrew's L.L.A. Examination for Women.

connected with them in which the students may learn the practical duties of their profession. In some cases the students are boarded and lodged in connexion with the institution.

Grants are also made for the training of students (herein-after called Queen's Students) who may attend a Scottish University, or University College, approved by the Department, under the authority of a local committee, who will be responsible for the discipline and moral supervision of the students, for their regular attendance at professorial or other lectures, and for their practical training in a school approved by the Department.

The period of training is ordinarily for two years, except for those admitted to the training colleges under Article 95 (*b*). But an additional year's training may be allowed on the application of the authorities of the training college, or of the local committee, as the case may be. The consent of the Department will only be given in the case of students of special merit for whom special educational opportunities are offered. Such additional year's training may, upon the application of the authorities, and with the consent of the Department, be taken in whole or in part elsewhere than at the training college or University which the Queen's Scholar or Student has previously attended.

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff, nor in respect of University Queen's Students, unless the Department is satisfied with the arrangements made by the local committee, and with the provision for the professional training of such students.

Section II.

Grants to Training Colleges.

85. Annual grants are made to practising schools (Article 83) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of 100*l.* for every master, and of 70*l.* for every mistress, who, having been trained in such college as a Queen's scholar during two years—

(*a.*) completes the prescribed period of probation (Article 51), and becomes qualified to receive a certificate as a teacher in a school to which annual grants may be made, or in a training college;

(*b.*) is reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories.

87. An additional grant of half of each of these amounts is placed to the credit of the college for each master or mistress who has received a third year's training, and for each teacher admitted and trained under Article 95 (*b*).

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (*c*).

Exception :—

This Article is not applied to a college or (subject to the approval of the Department) to an extension of a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(*a.*) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as the Department may require, *plus* 75 per cent. of such a sum as,

when added to the bursaries paid to the Queen's scholars by the managers of the college, will make up the sum of 23*l.* for each non-resident male, and 17*l.* for each non-resident female Queen's scholar.

(*b.*) 50*l.* for each male, and 35*l.* for each female, Queen's scholar, attending for continuous training throughout the year for which it is being paid.

90. The annual grant to each college is paid as follows:—

(*a.*) An instalment of 12*l.* (males), or 8*l.* (females) is paid on 1st March, 1st June, and 1st September, in respect of every Queen's scholar attending for continuous training throughout the year.

(*b.*) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (*a*) to be exceeded.

(*c.*) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

Section III.

Grants in respect of Queen's Students.

91. (*a.*) In respect of Queen's Students, a grant will be made annually, through the local committee, of 25*l.* for each male and 20*l.* for each female Queen's Student, and a grant of 10*l.* to the committee in respect of each Queen's Student enrolled for training throughout the year according to a scheme approved by the Department.

(*b.*) These grants will be paid to the local committee in three instalments, upon a certified list of the Queen's Students enrolled for training throughout the year, and attending lectures at the University or University College with which the local committee is connected, viz.:—

(1.) An instalment of 11*l.* (male students) or 9*l.* (female students) on the 1st October, or as soon as the certified list of the Queen's Students has reached the Department, and on the 1st February.

(2.) An instalment of 13*l.* (male students) or 12*l.* (female students) on the 1st May.

Out of these sums the committee will pay to each Queen's Student on the 1st October (or as soon as the grant has been received) and on the 1st February, 8*l.* (male students) or 6*l.* (female students), and on the 1st May 9*l.* (male students) or 8*l.* (female students).

(*c.*) The local committee will be required to produce to the Department, as soon as possible after the 31st July in each year, an account of their income and expenditure in such form as may be prescribed by the Department. The accounts shall include the grants for the Queen's Students, and the payments by the committee to them.

Section IV.

Qualifications for Admission into Training Colleges, or for Recognition as Queen's Students.

92. (*a.*) An examination of candidates for admission, or for recognition as Queen's students, called the "Queen's Scholarship and Studentship Examination," will be held at each college and at such other centres as are necessary, on the 17th December and three following days.

The names of all candidates must be notified to the Department before the 1st of October.

The corresponding examination held by the English Education Department is accepted as equivalent to this examination.

(*b.*) The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

A syllabus may be had on application to the Secretary, Scotch Education Department, Dover House, Whitehall, S.W.

93. The candidates attending the examination must be either pupil-teachers entering for their final examination under Article 70 (*d*), or, not having been pupil-teachers, persons over 18 years of age on the 1st of July next following the date of the examination. This article will apply to pupil-teachers whose engagement may have been determined under section 6 of the memorandum of agreement (Article 70 (*f*)), without discredit to themselves, and for reasons approved by the Department.

(*a.*) Candidates attending at any training college, or at any University or University College with which a local committee is connected, are selected and admitted to the examination by the authorities of the training college or the local committee, on their own responsibility.

(*b.*) Candidates who are not examined at any training college will be required to attend at centres of which they or the managers of their schools will be informed by the Department.

(*c.*) Candidates who fail twice to pass the Queen's Scholarship and Studentship Examination may not be again examined.

94. The successful candidates are arranged in *three* classes in order of merit.

95. The authorities of each college may propose to the Department for admission :—

(*a.*) Any candidate who has obtained a place in the first or second class in the Queen's Scholarship and Studentship Examination (Article 94). If the number of candidates applying for admission is larger than the number of vacancies in any college, the candidates should be admitted in order of merit according to the Class List (Article 94).

(*b.*) Without examination, any certificated teacher who has not previously been trained during two years and who wishes to enter the college for a year's training in the course prescribed for the second year; or a graduate of any university in the United Kingdom.

(*c.*) Queen's Scholars may, with the consent of the authorities of their training college, attend during the *winter session* of each year of their instruction in such college, one or more of the classes in a Scottish University, and the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(*d.*) The university fees of Queen's Scholars, who at the Queen's Scholarship and Studentship Examination are placed in the first class, and pass with credit in certain subjects* (Latin, Greek, French, German, Mathematics, or School Management), or who have passed the preliminary examination at any of the Scottish universities, may during each year of their instruction in such

* This will be specially indicated in the Class List.

college, and for one year thereafter, be treated as part of the college expenditure under Article 89.

During the additional year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed 12*l*.

96. A local committee may propose for recognition as a Queen's Student any candidate who has obtained a place in the first or second class in the Queen's Scholarship and Studentship examination, and has passed with credit in at least one of the subjects named in Article 95 (*d*), or any person—

(*a*) who has passed the preliminary examination in any of the Scottish Universities, or

(*b*) who has obtained a higher grade leaving certificate in at least three subjects (of which one must be English, including History and Geography, one Mathematics, and one in an ancient or modern foreign language),

and who may obtain a satisfactory report upon his or her practical skill in teaching.

The number of Queen's Students to be recognised under the authority of each local committee will be fixed by the Department upon the receipt of an application from the local committee, which must be received by the Department not later than the 1st June in each year, and must state the number of Queen's Students for whom they desire recognition.

97. Before candidates are admitted as Queen's Scholars, or recognised as Queen's Students—

(*a.*) The medical officer of the college or local committee must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity ; and,

(*b.*) They must sign a declaration signifying that they intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 86 (*a*) or (*b*).

98. The authorities of each college and the local committees settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

100–12. *Lapsed Articles.*

Part III.

SPECIAL PROVISIONS.

Certificates of Proficiency under any Labour Act and of ability to read and write and of a knowledge of elementary arithmetic under the Education Acts, 1872 *to* 1883.

113. Such certificates will be granted after an examination held by one of Her Majesty's Inspectors of schools, or his assistant. No separate examination of individual children will be held for the purpose.

(*a.*) The Inspector, after his yearly visit (Article 11) to a school, will grant such certificates as may be required for children who have reached the standards prescribed by, or pursuant to the pro-

visions of, the Education (Scotland) Acts, 1872 to 1883, the Factory and Workshop Act, 1878, or any other Act regulating the education of children employed in labour.

(*b.*) Certificates will be issued for those scholars only who pass in all the three subjects in the prescribed standard, or in a higher standard.

114. For the purpose of these certificates the Inspector or his assistant will examine—

1. Any scholars in the school:
2. Other children, not being scholars in the school, allowed by the managers to attend the examination.

115. When the candidates for such certificates in a district are more than 15 in number, application for a *special examination* may be made by the school board, subject to the following regulations:—

(*a.*) The application shall be sent *to the Inspector for the district* not less than 20 days before the date at which it is desired that the examination should be held.

(*b.*) The school board must specify the number of children to be presented for examination, and must undertake—

That all children within their district for whom certificates are needed will be allowed to attend the examination; and

That a convenient room will be provided for the examination on such day, and at such hour, as shall be fixed by the inspector.

116. The special examination may also be attended by any child above 10 years of age who, having failed to pass at the examination of its school, in one or more of the three subjects in either of the standards (3rd and 5th) prescribed for partial or full time employment, wishes to be examined again for the purpose of obtaining a certificate.

(*a.*) A child cannot be examined a second time until three months have elapsed since the date of the examination at which it failed, and must on each occasion be examined in all the three subjects of the standard in which it is presented.

117. The inspector will not grant certificates to individual children. He will forward to the managers of each school at which he has held an examination, and to the school board in the case of each *special examination*, a schedule showing the results of the examination of each child, and deputing the teacher of the school, or an officer of the school board, to grant certificates to such children as have passed successfully.

CHAPTER II.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity at the date (9 May 1862) when the minutes* relating to pensions were cancelled:—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

* Minutes of 25th August and 21st December 1846, and 6th August 1851.

(*c.*) Have, as a rule, been employed continuously since the 9th of May 1862, as principal or assistant teacher in elementary schools, or in training colleges.

(*d.*) Be recommended by Her Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) Pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(4.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(5.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:—

		£
83	7 pensions of 30*l.* each	210
	31 pensions of 25*l.* each	775
	45 pensions of 20*l.* each	900
		1,885
	Donations and special gratuities (each year)	100
		£1,985

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(6.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

CHAPTER III.

TECHNICAL SCHOOLS.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

(*a.*) The resolution must be published at least once in not less than two newspapers circulating in the district.

(*b.*) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.

(*c.*) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

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* Minute of 16th June 1884.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state—

(*a.*) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.

(*b.*) The subjects, other than those for which a grant will be claimed from the Science and Art Department, which are to be taught in the school.

(*c.*) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school, other than the branches of Science and Art, with respect to which grants are for the time being made by the Department of Science and Art, or any other subject which may for the time being be sanctioned by that Department, must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

CHAPTER IV.

RELIEF OF FEES.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available shall be distributed to School Boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 & 36 Vict. c. 62. s. 67), and to the managers of other day schools conditionally entitled to share in that grant, provided that such School Boards and such managers shall conform to the conditions herein-after set forth.

129. The distribution shall be made in proportion to the average attendance of each school as shown by the annual returns for the school for the school year ending between the 31st day of March 1895 and the 29th day of February 1896 (inclusive).

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April 1895 and 31st March 1896, make one or more payments on account of the amount accruing to each school under the preceding article.

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the Grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school over and above such payment or payments on account as may have already been made.

133. The following condition shall be observed by the managers of all State-aided schools sharing in the Grant in respect of such schools, and by the School Boards in respect of the school provision in the public schools of their district :—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A School Board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the Standards.

135. A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a School Board, the payments due in respect of all the schools under the management of the Board may be made to the Treasurer of the School Board.

137. Any school, which may after 1st April 1895 be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Grant for the financial year ending 31st March 1896, but only in proportion to the period of the financial year during which it may be on such list.

CHAPTER V.

REVISION OF CODE.

138. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

139. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

140. The schedules and notes annexed to the Code shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 138 and 139.

141. Articles 19, 29, 32, 70, 71, 79, 83–99, and Schedule II. of the present Code will not have effect until 1st January 1896; till that date the following Articles of the Code of 1894 will continue in operation — 19, 29, 32, 70, 71, 79, 83–104, and Schedule II.

(Signed) ROSEBERY,
Lord President of the Council.

GEORGE OTTO TREVELYAN,
Vice-President of the Committee of Council on Education in Scotland.

HENRY CRAIK,
Secretary.

Scotch Education Department,
4th March, 1895

SCHEDULES.

I.—CERTIFICATES and CURRICULUM of PUPIL-TEACHERS prior to and during their ENGAGEMENT.

II.—FORM of MEMORANDUM of AGREEMENT.

III.—NEEDLEWORK.

IV.—TABLE of SPECIFIC SUBJECTS of SECULAR INSTRUCTION.

V.—CLASS SUBJECTS.

FIRST SCHEDULE - - -

Certificates and Curriculum of Pupil-teachers

—	1 Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.
Preliminary.	Certificate from medical practitioner in a form prescribed by the Department.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by home influences and the example of their parents.	Candidates must have obtained a elementary subjects as prescribed subjects, one of which must be	
1st Year -	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read with fluency and ease, and to repeat portion of poetry with clear intelligence and ready knowledge of the meaning.	Grammar [illegible] analysis, and parsing; and to write a short essay.
2nd Year	Same as for first year, together with a certificate from a medical practitioner, in a form prescribed by the Department.	Same as above - -	To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	More advanced grammar and composition.
3rd Year	Same as for first year.	Same as above - -	To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature and to write an original composition.
4th Year (Queen's Scholarships and Student-ship Examination, Article 92).	Same certificates as in previous years. The Syllabus of Examination may be obtained on application to the Department.			

Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 8 of this Schedule.

Female pupil-teachers, unless exempted, must satisfy the inspector that they possess [illegible] as specified in, and at the annual inspection must produce [illegible] of their needlework. They will be expected, at the end of each year, to perform [illegible] work.

A pupil-teacher employed under Article 58 B. shall, in addition to the other subjects of [illegible], be liable to examination by the Inspector in Greek reading, translation, and [illegible].

Note.—Except where pupil-teachers attend efficiently conducted [illegible] note-books and exercise books used by them in connexion with their special [illegible].

* Scrofula, fits, epilepsy, deafness, gross imperfections of the sight or voice, the loss of an eye, [illegible] of a hand or arm, or foot or leg, or the habitual presence of offensive [illegible] or leg, convulsive or fits, serious mental aberrations or insanity, or any [illegible] infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

- - - FIRST SCHEDULE.

PRIOR TO AND DURING THEIR ENGAGEMENT.

(*Continued on next page.*)

—	5. Arithmetic and Mathematics.		6. Geography.
merit certificate, or must pass an examination in the three for Standard VI. (Article 28), and in two class or specific English.			
	Boys.	Girls.	
1st Year -	Proportion, fractions, interest, averages, percentages, and stocks.	Proportion and fractions.	The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this and the following years.)
2nd Year -	Arithmetic generally. Euclid, Bk. I., with very simple deductions. Algebra to simple equations inclusive.‖	Arithmetic generally.	Europe and British India. Latitude and longitude. Climate and productions of the British possessions.
3rd Year -	Arithmetic generally. Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.¶	Arithmetic generally. Algebra to simple equations inclusive.‖	Geography of the world generally, with special reference to British Isles and British possessions. More advanced physical geography.
4th Year (Queen's Scholarship and Studentship Examination, Article 92).	*See* Syllabus.		

Second Schedule, section 5) along with the marked papers of any examination held by the teacher in any subject of the pupil-teachers' course for the year should be preserved, and will be called for by Her Majesty's Inspector on the occasion of his annual visit or any visit without notice. *See* Articles 19 E, 32 (*b*), and 34. Such examination should be held at least quarterly under the supervision of the managers, and the results should be noted in the log-book.

N.B.—Gaelic-speaking pupil-teachers employed in any of the counties mentioned in Article 19 A.(1) may obtain additional marks during their engagement and at the Queen's Scholarship and Studentship Examination (Article 92) in a paper to be set in Gaelic (*see* Syllabus). During the engagement the subject must be studied in accordance with a graduated scheme to be approved by Her Majesty's Inspector.

‖ Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root and simple equations of one unknown quantity, with easy problems.

¶ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities and quadratic equations involving one unknown quantity with easy problems.

FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued*

continued

—	7. History.	8. Teaching.	9. Music.
1st Year	Outlines of British history, from Julius Cæsar to the accession of the Tudors.	To conduct a class in reading or writing.	*Staff Notation.* Notes, their shape and relative values. The treble and bass staves. The sign of G, C, and F clefs. Intervals from [illegible] the octave. Major [illegible] and equivalent rests, $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{6}{4}$ $\frac{6}{8}$ $\frac{9}{8}$ $\frac{12}{8}$ bars. *Tonic Sol-fa Notation.* The seven principal notes. Doubling [illegible] and octaves. The [illegible] Major [illegible] and [illegible] Minor [illegible] and quadrants. Accent. Bar [illegible], and [illegible] pause. Words [illegible] lines, [illegible] and [illegible] and [illegible] notes, and [illegible] the native voice.
2nd Year	From 1485 to 1688, with special reference to Scottish history.	To give an object lesson or conduct a class in reading, writing, or [illegible] arithmetic, and to answer questions on method.	*Staff Notation.* All the major scales [illegible]. Dotted notes. Tied notes. Semi-quavers. Triplets. $\frac{5}{4}$ $\frac{5}{8}$ and $\frac{7}{8}$ bars. *Tonic Sol-fa Notation.* First [illegible] of keys. Easier [illegible] notes. Syncopated [illegible] compound. Quarter pulse [illegible] and rests. Pauses [illegible] pulse.
3rd Year	From 1688 to the present time.	To conduct a class in grammar or geography (or an [illegible] subject, or [illegible], colours, number or some [illegible] objects), to prepare notes of a lesson, and to answer questions as above.	*Staff Notation.* Various forms of the [illegible] scale. The [illegible] scale. [illegible] A natural. C sharp. D minor. [illegible] minor. [illegible] scale. [illegible] scale. [illegible] [illegible] scales. [illegible] [illegible] [illegible]

FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

—	10. Languages.	11. Drawing.* (*Optional.*)
1st Year - -	The examination of pupil-teachers in languages will be conducted according to the following course:— The 1st and 2nd years' study laid down in Schedule IV.	1. Pupil-teachers who during their engagement successfully work papers in the elementary stage of— (*a.*) Freehand, (*b.*) Model, (*c.*) Shading from casts, (*d.*) Practical plane and solid geometry (Science Subject I.), or who have qualified in certain equivalent subjects, will be credited with marks in future examinations under Article 44 or 92. 2. The papers may be worked in any order. 3. Examinations are held— (1.) Annually at elementary schools in which drawing is taught. (2.) In *May*, at the Schools of Art and Art Classes connected with the Department of Science and Art. 4. Pupil-teachers engaged in schools at which drawing is taught should be examined at their own schools. Pupil-teachers engaged in schools at which no examination in drawing is held, and pupil-teachers attending Schools of Art or Art Classes may be examined in May. They cannot be examined *both* at their own schools and at the May examination, nor on the occasion of H.M. Inspector's visit to their school. 5. Pupil-teachers will not be examined in blackboard drawing during the term of their engagement, but should prepare themselves for examination in that subject as students in Training Colleges.
2nd Year -	The 3rd year of study laid down in Schedule IV.	
3rd Year -	More difficult text-book, composition and grammar, with knowledge of more advanced reading book, and greater conversational facility (in modern languages), and Cæsar, Gallic War, Books II. and III. (in Latin), Xenophon, Anabasis, Books II. and III. (in Greek).	
4th Year - (Queen's Scholarship and Studentship Examination, Article 92).	*See* Syllabus.	

The questions and class list of the Queen's Scholarship examination held in December last year can be obtained (price 6½*d.* by post) through any bookseller.

* For detailed information respecting the means of instruction, and the places and times of examination, apply by letter to The Secretary, Department of Science and Art, London, S.W.

SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70 (*f.*)).

N.B.—For use in Public Schools under the Management of a School Board. (A similar Form is supplied by the Department for use in other Schools.)

Memorandum of Agreement between the School Board of [1] _____ and [2] _____ herein-after called *the surety*, the [3] _____ of [4] _____ herein-after called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h[5] _____ heirs and executors, and the pupil-teacher as follows:—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the [6] _____ public school of the board, or any other public school of the board to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein less than three hours (except on a half-holiday) or more than five hours upon any one day, nor more than 20 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of December 189 ____, and, subject to the proviso in paragraph 4, shall end on the last day of November 18 ____[7].

3. The board will pay to the pupil-teacher as wages [8] _____ per [9] _____ in the first year, and this sum shall be increased by [8] _____ per [9] _____ in each subsequent year of the engagement.

4. Provided always, that if the pupil-teacher fails to pass the examination at the end of the second year, this engagement shall end so soon as the result is ascertained, but (1) if the pupil-teacher shall fail to pass such examination on account of illness, or some other cause, accepted by the Department as sufficient, or (2) if the pupil-teacher defers the Queen's Scholarship and Studentship Examination for a year in accordance with the Code, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of November 18 ___.[10]

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the engagement has been extended shall be the same as in the last-mentioned year; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, when the school is not being held, to receive, without charge, from a certificated teacher, special instruction during at least two hours per week, of which hours not more than three shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for the Queen's Scholarship and Studentship Examination.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively; and this engagement shall be terminable on the part of the board or of the surety and pupil-teacher by

[1] Insert name of the School Board.

[2] Insert names, description, and address in full, of father or other person, who is to be the surety of the pupil-teacher.

[3] Insert father, or other relation, or friend of the pupil-teacher, as the case may be.

[4] Insert name in full of the pupil-teacher.

[5] Insert his or her.

[6] Insert name of the school.

[7] This term must be not less than two years, or not two years, provided that the candidate has passed for admission the examination fixed for the end of the second year and that the end of the proposed term of service fall beyond the candidate's 18th year (completed).

[8] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[9] Insert week, or as the parties may agree.

[10] One calendar.

written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]_____ own part, and with the privity and consent of the surety.

Insert his or her.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

[11] Here insert a testing clause according to the form of the law of Scotland.

In witness whereof[11]

N.B.—1. This agreement must be executed *as follows, viz.*:—

(1.) By three members of the School Board, being the statutory quorum thereof.

(2.) By the surety.

(3.) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. A pupil-teacher does not satisfy Article 32 (*c.*) in the Code unless the agreement in duly completed.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (*b.*)). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—Form of New Agreement on Change of Managers.

(N.B.—*For use in Schools* not *under the Management of a School Board.*)

[1] *The surety* in the existing Memorandum.

[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.

[3] The name, description, and address of the new Manager or Managers.

[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers. and including the new Manager or Managers.

[5] The new Manager or Managers.

[6] Deceased or outgoing Manager or Managers.

Memorandum of Agreement between[1] _____ within and herein-after described as *the Surety*;[2] _____ the persons within described as *the Managers*;[3] _____ and[4] _____ herein-after described as "the Managers."

1. The said Surety and the said[2] _____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said[5] _____ had been inserted therein and signed thereto, instead of the name of the said[6] _____

[7] Here insert a testing clause according to the form of the law of Scotland.

In witness whereof[7]

N.B.—This memorandum must be executed *by all the parties named in it, viz.*:—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

III.—Form for Cancelling Engagements of Pupil-teachers

(To be endorsed on the original Memorandum.)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

Needlework.

GIRLS' AND INFANTS' DEPARTMENTS.

The material used, and the stitches of the exercises performed before the Inspector or in the garments shown to him, should not be so fine as to strain the eyesight of the children.

Below Standard I.

Needle drill.—Position drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—1. Black. 2. Red. 3. Blue.

Knitting-pin drill.

A strip knitted (15 inches by 3 inches) in cotton or wool.

Standard I.

1. Hemming, seaming, felling. Any garment, or other useful article, showing these stitches, *e.g.*, a child's pinafore, pillow-case or pocket-handkerchief.

2. Knitting. 2 needles, plain, *e.g.*, a strip, or a comforter.

Standard II.

1. The work of the previous Standard with greater skill. Any garment or other useful article as above.

2. Knitting. 2 needles, plain and purled, *e.g.*, cuffs.

Standard III.

1. The work of the previous Standards, stitching on coarse material, pleating, and sewing on strings. Garment, a pinafore, shift or apron.

Herring-bone stitch. The stitch only on canvas, or flannel.

Darning, simple. On canvas.

2. Knitting. 4 needles, plain and purled, *e.g.*, cuffs.

Standard IV.

1. The work of the previous Standards, gathering, setting-in, button-hole, sewing on button. Garment, a plain night-shirt, night-gown, or petticoat, or any garment showing these stitches.

2. Darning, plain (as for thin places), in stocking web material.

3. Knitting. 4 needles, a sock.

4. Herring-bone a patch (at least 3 inches square) on coarse flannel.

Standard V.

1. The work of the previous Standards, and the running of a tuck. Garment as in Standard IV.

2. Knitting. 4 needles, a sock or stocking, ribbed or plain.

3. Plain darning of a hole in stocking-web material.

4. Patching in calico.

5. Cutting out any garment such as is required in Standard III.

6. Marking, simple, on canvas.

Standard VI.

1. The work of previous Standards. Garment, a baby's night-gown, or child's frock, or any garment showing the stitches of the previous standards.
2. Darning, plain, on coarse linen.
3. Patching in print.
4. Knitting. 4 needles, a stocking or sock.
5. Cutting out any under-garment for making up in Standard IV.

SCHEME OF NEEDLEWORK FOR SMALL SCHOOLS.

Group A.—(Standards I. and II.)

1. Hemming, seaming, felling. Any garment or other useful article showing these stitches.
2. Knitting. 2 needles, plain and purled, *e.g.*, a strip, or comforter or cuffs.

Group B.—(Standard III.)

1. The work of the previous group, stitching, pleating, and sewing on strings. Garments showing these stitches.
2. Herring-bone stitch. The stitch only on single thread canvas or on cheese cloth. Darning, simple, on canvas.
3. Knitting. 4 needles, plain and purled, *e.g.*, cuffs, welts of socks, &c.

Group C.—(Standard IV. and Upwards.)

1. The work of the previous groups, gathering, setting-in, button-hole, sewing on button. Any garment showing these stitches.
2. Darning stocking-web material (thin places and holes).
3. Patching in calico, print and flannel.
4. Knitting. 4 needles, a sock, stocking, or simple knitted garment.
5. Cutting out two simple garments.

Children in Standards IV., V., and VI. respectively are not expected to do work in advance of that assigned by the General Scheme to their Standard.

NOTES.

1. Garments must be shown in each standard, but not necessarily those specified in this Schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.
2. At least half as many garments should be shown as there are girls on the books in Standards I., II., and III. Each garment must be entirely made by its own Standard. In Standard IV. and upwards each girl must, if she has attended school for six months or upwards, present a garment made by herself.
3. Girls should be encouraged to cut out garments for the lower standards at least, and to fix their own work in the garments shown. Those above Standard I. will be required to "fix" and "cast on" in the exercises performed before the Inspector.
4. Girls attending cookery, laundry, or dairy work classes during any of the hours devoted to needlework, shall be exempt from presenting a garment to the Inspector.

PUPIL-TEACHERS (GIRLS).

First Year.

1. A chemise or a nightshirt, showing all the stitches required in Standards IV. and V.
2. A hole correctly mended (common method) in stocking material.
3. Paper patterns (cut out and tacked together) of two garments suitable for children in Standards III. and IV.
4. A sock.

Second Year.

1. An infant's nightgown or a child's frock, in mull muslin or print, showing all the stitches required in Standard VI.
2. A patch in calico, one in flannel, one in print.
3. Patterns of a boy's shirt and a woman's nightgown drawn to scale (½ size) on sectional paper; quantity and quality of material to be stated.
4. A stocking.

Third Year.

1. A tucked flannel petticoat or an infant's long flannel.
2. A three-cornered (or hedge-tear) darn, and a cross cut (or diagonal) darn on coarse linen.
3. Paper patterns (cut out and tacked together) of a pair of child's drawers and a child's frock bodice.

Fourth Year.

1. A sampler in calico, showing all the stitches required in the making and mending of calico garments.
2. A sampler in flannel, showing the stitches used in the making and mending of flannel garments.
3. Diagrams on sectional paper drawn to scale (½ size) of a chemise (full size) and a nightshirt (full size).

NOTES.

1. In all cases the specimens, garments, and drawing shown to the inspector must be done without assistance and presented as they left the workgirls' hands. All garments must have been cut out by the children.
2. The garments should be of plain simple patterns showing intelligence and good workmanship, but without elaborate detail.

FOURTH SCHEDULE.

TABLE of SPECIFIC SUBJECTS of SECULAR INSTRUCTION.

(See ARTICLE 21.)

(*Continued on next page.*)

	1. Mathematics.	2. Latin.	3. Greek.	4. French.	5. German.
1st stage	Algebra, definitions and symbols, addition, subtraction, use of brackets, multiplication, division, easy simple equations and easy problems leading to such equations (only integral numerical co-efficients and indices) Euclid, book I., prop. 1 to 15, inclusive.	Grammar, to the end of regular verbs with simple exercises in translation.	Grammar, to the end of regular verbs. Simple exercises and translation.	Grammar, to end of regular verbs, with simple exercises in translation.	Grammar, to end of regular verbs with simple exercises in translation.
2nd stage	Algebra, more difficult cases of previous rules, easy involution, resolution into factors by means of standard identities, highest common factor, lowest common multiple, fractions, easy simultaneous equations of the first degree with two unknown quantities, and problems leading to such equations. Euclid, book I., with very simple deductions.	Irregular verbs and first rules of syntax. Knowledge of Delectus or other first Latin reading-book. Translation of simple sentences of English (three or four words) into Latin.	Irregular verbs and knowledge of some easy Greek reading-book. Translation of simple sentences (three or four words) into Greek.	Grammar and translation from and into English of easy narrative sentences. Ten pages of a French conversation-book approved by inspector.	Grammar, and translation from and into English of easy narrative sentences. Ten pages of a German conversation-book approved by inspector.
3rd stage	Algebra, more difficult cases of previous rules, fractional and negative indices, square and cube root, quadratic equations involving one unknown quantity, and problems leading to such equations. Euclid, books I., II., and III., with simple deductions. Elements of mensuration.	The Latin Grammar. Cæsar de Bello Gallico, book I. Somewhat longer sentences to be translated from English into Latin.	The Greek Grammar. Xenophon's Anabasis, book I. Somewhat longer sentences to be translated from English into Greek.	Grammar, and knowledge of some easy French book approved by inspector. Translation of conversational sentences into French. Tolerable correctness of pronunciation.	Grammar, and knowledge of some easy German book approved by inspector. Translation of conversational sentences into German. Tolerable correctness of pronunciation.

Any other subject approved by the Department may be taken as a specific subject, provided that a graduated scheme of teaching it has been previously submitted, and approved.

If scientific subjects are taken they must be taught mainly by experiment and illustration. If these subjects are taught to children by definition and verbal description, instead of by making them exercise their own powers of observation, they will be worthless as means of education.

It cannot, therefore, be too strongly impressed on teachers, that nothing like learning by rote will be accepted as sufficient for a grant, and that the Examinations by the Inspectors

FOURTH SCHEDULE—*continued.*

TABLE of SPECIFIC SUBJECTS of SECULAR INSTRUCTION—*continued.*

(See ARTICLE 21.)

	6. Navigation (*Boys*).	7. Principles of Agriculture (*Boys*).	8. Domestic Economy (*Girls*)
[illegible] stage	Form and dimensions of the earth, meaning of the following terms—Navigation, Sailing, Axis of the earth, North and South Poles, Equator, Parallels of Latitude, Meridians, Difference of Latitude, Longitude, Course, Rhumb Line, Departure, Distance. To know the [illegible] construction of the Mariner's compass, and to explain simply Variation, Deviation, Dip of the Needle, Four Cardinal Points, Compass Course, Magnetic Course, and Compass Course. To find difference of Latitude and of Longitude in current degrees of Latitude and miles per degree of Latitude, and degrees of Longitude into miles, and miles into degrees of Longitude.	The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.	Food, its composition and nutritive values. Cooking and washing.
2nd stage	The First Stage, and to know the use of the Admiralty Chart, and to be able to understand a Navigator's Chart for ordinary purposes. The Nautical mile and knot. Log and Log-line. Leeway. Latitude and Longitude from Observation and dead reckoning. Instruments for measuring the speed of a Vessel. Principles of Soundings. Plane Sailing and Traverse Sailing. Easy examples to be worked.	The principles regulating the more or less perfect supply of plant food, manures as supplemental sources of plant food.	Food, as above. The body and its [illegible] Cooking and washing.
3rd stage	First and Second Stages. Day's Work. Parallel Sailing. Middle Latitude Sailing. Mercator's Sailing. Mercator's Chart. To understand and [illegible] the Inspector of Marine Stations, Board of Trade not required. Easy examples of the above modes of Sailing to be worked.	The principles regulating the growth of crops, and the variations in their yield and quality.	Food, its [illegible] Rules for [illegible]
	[illegible] *stages.*		

[illegible] to read from the Scriptures as far as possible in their own language, the ideas [illegible] have [illegible].

[illegible] may be taken [illegible] submitted for [illegible]

FIFTH SCHEDULE.

Class Subjects.*

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
English . Including repetition and grammar.	To repeat 20 lines of simple verse.	To repeat 40 lines of poetry, and to know their meaning. To point out nouns and verbs. Formation of easy sentences.	Intelligent explanation of the passages read, and to point out the subject, predicate and object in easy simple sentences. Formation of longer sentences. To recite with expression 60 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse easy simple sentences. Greater facility in the formation of sentences. To recite with expression 80 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, to parse and analyse easy complex sentences, and to show by examples the use of each of the parts of speech. To recite with expression 100 lines of poetry and to know their meaning.	Intelligent explanation of passages read or recited, and to parse and analyse sentences of greater difficulty and to know the ordinary prefixes and suffixes, and the method of forming English nouns, adjectives, and verbs from each other. To recite with expression 150 lines of poetry and to know their meaning.
Geography .	To explain a plan of the school and playground. The four cardinal points. The meaning and use of a map.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of Scotland. Physical geography of hills and rivers.	Physical and political geography of Scotland, with special knowledge of the district in which the school is situated.	The Physical and Political Geography of the British Isles.	The Physical and Political Geography of Europe, with British North America and Australasia.	The geography of the world in outline, and in more detail, Europe and the British Colonies. Some elements of physical geography.

* Scholars may be examined in the work of any standard lower than that in which they are presented.

The examination in the class subjects mentioned in this Schedule will either follow one of the courses indicated in the Schedule, or, if the Managers desire, they may submit to the Department at the beginning of the school year, some progressive scheme of lessons in these subjects, suited to the requirements of the scholars. This must be done in every case when a subject not mentioned in the Schedule is chosen.

In elementary science the scheme should be so framed as to lead up to the teaching of scientific specific subjects, and may include the subjects of navigation or the elementary principles of agriculture.

A tripartite course is suggested for Standard III. and above. Any one of the divisions of the subject may be professed.

(*a.*) Animal.—St. III. General notions of the differences of structure of beast, bird, fish, insect, and reptile.
St. IV. Classification with habits and uses.
St. V. (Man). Circulation, respiration, and alimentation.
St. VI. (Man). Bones, muscle, brain, nerves; the organs of sight, smell, touch, hearing, and taste.

(*b.*) Vegetable.—St. III. Comparison of animal with vegetable life. General structure of a plant root, stem, flower, with specimens.
St. IV. Plant structure. Wood, bark, pith, cells. Uses of different parts of a plant.
St. V. Food and growth of plants. Exogens and endogens. Formation of different kinds of fruit.
St. VI. Principles of classification with a general knowledge of the chief orders. Germination, ferns, mosses.

(*c.*) Matter.—St. III. Matter, organic and inorganic, elementary and compound. Its three interchangeable states, solid, liquid, gaseous. The properties of matter.
St. IV. Energy indestructible. Force, inertia, momentum, gravitation, cohesion, chemical affinity, combination and decomposition. Preparation and properties of oxygen, hydrogen, nitrogen, and chlorine.
St. V. Heat. What it is; effects of; modes of; thermometer. Reflection and refraction of light; dispersion of light by a prism. Microscope; telescope.
St. VI. Magnets; kinds, structure, uses. Mariner's compass. Electricity, kinds, laws; electroscope, electrophorus telegraph. Lever, wedge, screw.

APPENDIXES.

I.—SHOWING separately (for 1895) all ARTICLES modified, and all new ARTICLES.

II.—ORDER of SECRETARY OF STATE rescinding, with consent of Scotch Education Department, an ORDER made under section 26 of the Factory and Workshop Act, 1878, and dated 15th February 1879.

III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

APPENDIX No. 1. - - -

SHOWING separately (for 1895) all ARTICLES

Articles in the Code of 1894 which are modified in the Code of 1895.

6. (*c.*) * * * instruction (*Article 28*).

Footnote to Article 19:—

i. * * * Act, 1889, the number * * *

ii. * * * epidemic for *x* weeks * * *

19. B. (3.) * * * School, the grant *

* *

19. C. A grant on the examination in class subjects amounting to *1s.* or *2s.* for each subject if the inspector reports that the teaching is fair (*1s.*) or good (*2s.*).

19. C. 1. (*d.*) ***Needlework for girls (according to the Third Schedule).***

19. C. 5. *Not more than three class subjects may be taken.*

6. *If girls take needlework as a class subject, the grant of 1s. under Article 19 A. 4 cannot be paid on the average attendance of girls above seven years of age.*

7. *If the girls in a mixed school take needlework and the boys another subject, the grant may be paid on the average attendance of boys and girls separately.*

No payment for the girls' needlework will be made in this case unless the boys take a corresponding class subject or, in place of such corresponding subject, are examined in drawing by the Science and Art Department.

8. *The examination of the children varies according to their standards. The work for each standard in the class subjects other than needlework is set forth in the Fifth Schedule.*

APPENDIX No. 1.

modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1895.

6. (*c.*) * * * instruction.

Footnote to Article 19 :—

i. * * * Act, 1889, *or at an election for a Parish Council under the Local Government (Scotland) Act, 1894*, the number * *

ii. * * * epidemic, *or other unavoidable cause*, for *x* weeks * * *

19 A. (3.) [Addition.] *The higher grant will not be recommended unless drill or some other form of physical exercise, approved by the Inspector, be included in the curriculum.*

(5.) *1s. (calculated on the average attendance of boys only) if the boys are satisfactorily taught elementary science according to a scheme approved by the Department.*

19. B. (3.) * * * School, *and who earns a grant under Article 19 E.*, the grant * * *

19. C. A grant on the examination in class subjects amounting to *4s.*, *5s.*, *or 6s.*, *according as* the inspector reports that the teaching is fair (*4s.*) or good (*5s.*), *or very good* (*6s.*).

* * *

The instruction under this Article must be according to a definite scheme submitted to and approved by the Department at the beginning of the school year. The subjects included should be taught in relation to one another, and the Inspector will, in reporting, keep in view the effectiveness of the instruction in stimulating the interest and developing the intelligence of the children.

Subjects may be grouped in the lower standards, but children in and beyond Standard V. must show knowledge of at least two class subjects (Schedule V.).

19. C. 1. (*d.*) *Some form of educational manual work to be taught in connexion with drawing.*

19. C. 5. *If the boys are not taught elementary science under Article 19 A. (5), the scheme must provide for their suitable instruction during the time in which the girls are taught needlework.*

6. *The grouping of children for class subjects may differ from the standard classification provided that children presented in Standard V. show knowledge of class subjects corresponding to their standard.*

Articles in the Code of 1894 which are modified in the Code of 1895.

19. E * * * Gaelic-speaking children, *who has passed a good or fair examination at one of the examinations of pupil-teachers, or has obtained* a place in the first * * *

	1st Year.	2nd Year.	3rd Year	Queen's Scholarship
For good examination -	2*l.*	2*l.*	3*l.*	5*l.* (1st class).
For fair examination -	1*l.*	1*l.*	2*l.*	4*l.* (2nd class).

21. (*a.*) * * * Where in any parish (*not burgh*) in one * * * one teacher shall be *a graduate in arts or science of some university of the United Kingdom,*† and where * * *

† This qualification will not be enforced in the case of schools where the principal teacher was appointed before 30th April 1885.

21. (*b.*) * * * allowed for *each stage* of *the* specific subject taken * * * than three *payments* in all under this Article be *made* on * * *

22. * * * any girl *presented for examination* in the fourth *or any higher* standard * * *

22. (*a.*) * * * any girl *presented for examination* in the * * * 14 scholars. *This grant is not made on account of any girl who is presented for examination in more than one specific subject* (*Article 21* (*a.*)), *or more than two specific subjects* (*Article 21* (*b.*)), *but a grant may be also claimed on her account for cookery or dairy work.*

22. (*b.*) * * * any girl *presented for examination* in the * * * 14 scholars. ***This grant is not made on account of any girl who is presented for examination in more than one specific subject*** (*Article 21* (*a*)), ***or more than two specific subjects*** (*Article 21* (*b*)), ***but a grant may be also claimed on her account for cookery or laundry work.***

New, or modified, Articles in the Code of 1895.

19. E. * * * Gaelic-speaking children, *the arrangements for whose instruction are approved by the inspector, and who passes the examination at the end of the second year, or obtains* a place in the first * * *

1st Year.	2nd Year.	3rd Year.	Queen's Scholarship and Studentship.
2*l.*	2*l.* 10*s.*	2*l.* 10*s.*	5*l.* (1st class). 4*l.* (2nd class).

21. (*a.*) * * * Where in any parish (*or burgh in which the population does not exceed 10,000*) in one * * * one teacher shall be *certified by the Inspector to be qualified to give efficient instruction in specific subjects*, and where * * *

Footnote. Dropped.

21. (*b.*) * * * allowed for *those stages* of *any* specific subjects taken * * * than three *passes* in all under this Article be *paid for* on * * *

22. * * * any girl in *or above* the fourth standard * * *

Footnote § [NEW.] *The course for the certificate should cover a period of at least four months, and should provide training in practical teaching and in demonstration.*

22. (*a.*) * * * any girl in the * * * 14 scholars.

22. (*b.*) * * * any girl in the * * * 14 scholars.

Articles in the Code of 1894 which are modified in the Code of 1895.

23. * * * two hours, *if above*, or one hour and a half *if under seven years of age*;

28. Arithmetic :—

STANDARD IV.

Compound rules and reduction *of money. Addition and subtraction of vulgar and decimal fractions. Tables of common weights and measures.*

STANDARD V.

Simple practice, bills of parcels, and simple proportion; easy sums in the four elementary rules of vulgar *and decimal* fractions. *The principles of the metric system of weights and measures and of decimal coinage.*

STANDARD VI.

Writing :—
A short letter on * * *

Footnote :—
† * * * respective standards, in order to test their readiness and accuracy.

29. * * * two specific subjects.

32. (*c.*)—1. * * * at the rate of one for every *30* (or fraction of *30*) scholars * * * * out of every *30* for whom * * *

32. (*d.*) * * * teachers (Article 17 (*d*)). This reduction * * *

36. * * * of duty, *cautions*, illness * * *

43. * * * examined *twice* (*Article 44*) and must * * *

New, or modified, Articles in the Code of 1895.

23. * * * two hours, or, *in an infant school or department*, one hour and a half;

28. Arithmetic :—

STANDARD IV.

Compound rules and reduction (*money, common weights, and measures*). *Addition and subtraction of easy vulgar fractions.*

STANDARD V.

Simple practice, bills of parcels, and simple proportion; easy sums in the four elementary rules of vulgar fractions; *elementary lessons on the notation of decimal fractions.*

STANDARD VI.

Writing :—

A short letter *or theme* on * * *

Footnote :—

† * * * respective standards (*including in and above the Fifth Standard the principles of the metric system*), in order to test their readiness and accuracy.

29. * * * two specific subjects, *other than domestic economy.*

32. (*c.*)—1. * * * at the rate of one for every *25* (or fraction of *25*) scholars * * * out of every *25* for whom * * *

32. (*d.*) * * * teachers (Article 17 (*d*)), *unless due to some exceptional and unavoidable cause intimated at the time and accepted by the Department as sufficient.* This reduction * * *

36. * * * of duty, illness * * *

43. * * * examined *in second year's papers* (*Article 47 II.*) and must * * *

Articles in the Code of 1894 which are modified in the Code of 1895.

46. The names of all candidates for the examination in 1894, not being students *in any Training College* must be notified to the Department *before the 1st of October, and for the examination in 1895* before the 1st of May.

47. I (*a*.) Students who have *resided* for at least one year *in a Training College under inspection*; or, * * *

47. I. (*b*.) * * * less than *two* years as * * *

47. II. (*a*.) Students who * * * completed *a second* year of *residence in a Training College*

* * *

Application for either of the reports mentioned in this Article is to be made to the inspector at his annual visit next before the examination

* * * their college or by the * * *

48. Graduates * * * teaching them.

(See Article 102 (*b*).)

51. * * certificate is issued.

New, or modified, Articles in the Code of 1895.

46. The names of all candidates for the examination in 1895, not being *Queen's Scholars*, must be notified to the Department before the 1st of May 1895.

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47. I. (*a.*) *Queen's Scholars or Students* who have *been under training* (*Article 83*) for at least one year; or, * * *

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47. I. (*b.*) * * * less than *one* year as * * *

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47. II. (*a.*) *Queen's Scholars or Students* who * * * completed *at least one additional* year of *training; or persons trained under Article 95* (*b*).

* * *

Dropped.

* * * their college, *the local committee*, or by the * * *

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48. *In the case of Queen's Students* (*Article 83*) *or of Queen's Scholars attending classes in a Scottish University under Article 95* (*c*), *the examination for certificates in the subjects taught in the classes of a Scottish University will be conducted jointly by the Professors of such University, and by one or more of the Chief Inspectors.*

Graduates * * * teaching them.

The Department may accept in place of the school management paper and the special paper for graduates, a certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of education, and a course (*held sufficient by the Department*) *of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them.*

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51. * * * certificate is issued.

In cases where a teacher is appointed to another school before completing the period of probation, the change being due to causes approved by the Department, the certificate will be issued after three favourable reports have been obtained in a period of not less than two years.

Articles in the Code of 1894 which are modified in the Code of 1895.

70. (*a*.) That the school is reported by the inspector to be –

1. Under a duly certificated teacher (Articles 43 and 57).
2. Held in suitable premises (Article 17 (*c*)).
3. Well furnished and well supplied with books and apparatus.
4. Properly organised and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b*.) That at the date of their engagement the pupil-teachers be not less than 14 years (completed) of age; if 15 years (completed) of age, pass an examination in the subjects specified in the First Schedule, for the end of the first year; and if 16 years (completed) of age, for the end of the 2nd year.

(*d*.) Be presented to the inspector for examination at the time and place fixed by his notice (Article 11).

(*e*.) If engaged for the full period, shall at the end of the first, second, or third year produce the certificates and pass an examination in the subjects specified in Schedule I.; and, in the fourth year, pass the final examination (Article 91), and produce the same certificates of health, character, and conduct as are required for the third year; if for a reduced period of apprenticeship (Article 70 (*b*)) produce the certificates and pass the examinations corresponding to the respective later years.

Managers should, in accordance with Article 91, notify to the Department the names of pupil-teachers who will attend the Queen's Scholarship examination.

The final examination of pupil-teachers will be the Queen's Scholarship examination (Article 91) next preceding the termination of their engagements. This examination may be deferred for a year, but in that case the pupil-teacher must, during or at the end of the last year of his engagement, give evidence of satisfactory progress in study, and the engagement must be extended under paragraph 4 of the Memorandum of Agreement until 30th June preceding the date of the examination (Article 91), or, failing such extension, the pupil-teacher must until that date attend a central school sanctioned by the Department as adequately equipped for the preparatory training. A candidate who has failed once may be recognised for a year as equivalent to a pupil-teacher. Candidates who twice fail to pass the Queen's Scholarship examination (Article 91) will not be examined again.

New, or modified, Articles in the Code of 1895.

70. (*a.*) *That the school is under the charge of a certificated teacher; that the premises and apparatus are suitable; and that the Inspector reports the school to be efficient in respect of organisation, discipline, and instruction. The pupil-teachers must serve in the school under the superintendence of the principal teacher, and suitable arrangements must be made for their instruction either in central classes or otherwise.*

(*b.*) *At the date of their engagement the pupil-teachers must be not less than 14 years (completed) of age. The engagement of a pupil-teacher must begin on the 1st December and end on the 30th November. The engagement must be for two or for four years unless shortened or lengthened under Article 70 (d). Candidates who enter upon a four years' engagement must have passed the preliminary examination (Schedule I.).*

Candidates who are not less than 16 years of age may be engaged for a period of two years if they pass the examination for the end of the second year (Schedule I.), or, in addition to passing the preliminary examination (Schedule I.), have obtained a Leaving Certificate of the Lower Grade in at least three subjects (of which one must be English, including History and Geography).

(*d.*) *They must be presented for examination at such time and place as may be fixed.*

1. *Besides the preliminary examination, pupil-teachers will, as a rule, be required to pass two examinations only during their engagement, viz., at the end of the second year and the Queen's Scholarship and Studentship examination at the end of the fourth year. On the application of the managers, and with the sanction of the Department, the latter examination may be taken at the end of the third year, and the engagement shortened accordingly.*

2. *A pupil-teacher who fails to pass the examination at the end of the second year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will no longer be recognised by the Department. If the cause of failure is accepted by the Department as sufficient, and if the managers are willing to extend the engagement for another year, the pupil-teacher may be again admitted to the examination at the end of the following year.*

3. *The Queen's Scholarship and Studentship examination may be deferred for a year, but in that case the engagement must be extended under paragraph 4 of the Memorandum of Agreement until the 30th November following, or failing such extension, the pupil-teacher must, until that date, attend a central school sanctioned by the Department as adequately equipped for the preparatory training.*

4. *The Inspector will, at his annual visit to the school, examine the pupil-teachers in reading, recitation, and teaching, and will report upon the sewing of the female pupil-teachers, and may also examine pupil-teachers who are not in the second or fourth year of their engagement in any of the subjects of instruction contained in Schedule I.*

A Leaving Certificate of the Lower Grade in at least three subjects (of which one must be English, including History and Geography) will exempt a pupil-teacher from examination at the end of the second year, except in reading, recitation, and teaching; and a pupil-teacher who has obtained a Higher Grade Leaving Certificate in at least

Articles in the Code of 1894 which are modified in the Code of 1895.

71. (*a.*) * * * is passed *before the Inspector*.

77. The qualifications and certificates required of candidates for engagement, and of pupil-teachers in each year of their service, are regulated by the First Schedule annexed to this Code.

78. * * * in schools (Article 79), or may be admitted into a training college (Article 91), or may be provisionally certificated for immediate service in charge of small schools (Article 80).

79. (*a.*) Pupil-teachers who have completed their engagement with credit (having passed the Queen's Scholarship examination) and candidates, not having been pupil-teachers (Article 93 (c)), who have passed in the first or second class in the examination referred to in Article 91.

(*b.*) * * * and *women* over * * *

(*c*) Candidates not having been pupil-teachers, who have passed in the third class in the Queen's Scholarship examination;

83. A training college includes—

(*a.*) A college for instructing candidates for the office of teacher;

(*b.*) A practising school, in which such students may learn the exercise of their profession; and

(*c.*) In some cases, a hall in which the students are boarded and lodged.

New. or modified, Articles in the Code of 1895.

three subjects (of which one must be English, including History and Geography, one Mathematics, and one in an ancient or modern foreign language), and has obtained a satisfactory report in reading, recitation, and teaching, may be reckoned as having passed the Queen's Scholarship and Studentship examination in the first class.

(*e.*) *They must each year produce such certificates of health, character, and conduct as are specified in Schedule I.*

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71. (*a.*) * * * passed, *or proper arrangements have been made for the instruction of the pupil-teacher.*

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77. Dropped. (*See* Article 70 (*e*) above.)

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78. * * * in schools (Article 79), or may be provisionally certificated for immediate service in charge of small schools (Article 60), *or they may be recognised as Queen's Students*, or may be admitted into a training college (Article 95), *at the commencement of the next session.*

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79. (*a.*) *Candidates who have passed the Queen's Scholarship and Studentship examination in the first or second class;*

(*b.*) * * * and *persons* over * * *

(*c.*) *Candidates who have passed the Queen's Scholarship and Studentship examination in the third class.*

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83. *Grants are made to training colleges, which are institutions for the training of candidates for the office of teacher, having practising schools connected with them in which the students may learn the practical duties of their profession. In some cases the students are boarded and lodged in connexion with the institution.*

Grants are also made for the training of students (herein-after called Queen's Students) who may attend a Scottish University, or University College, approved by the Department, under the authority of a local committee, who will be responsible for the discipline and moral supervision of the students, for their regular attendance at professorial or other lectures, and for their practical training in a school approved by the Department.

The period of training is ordinarily for two years, except for those admitted to the training colleges under Article 95 (b). But an additional year's training may be allowed on the application of the authorities of the training college, or of the local committee, as the case may be. The consent of the Department will only be given in the case of students of special merit for whom special educational opportunities

Articles in the Code of 1894 which are modified in the Code of 1895.

84 * * * and staff.

88. *Exception :—*
* * * a college for the first * *

New, or modified, Articles in the Code of 1895.

are offered. Such additional year's training may, upon the application of the authorities, and with the consent of the Department, be taken in whole or in part elsewhere than at the training college or University which the Queen's Scholar or Student has previously attended.

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84. * * * and staff, *nor in respect of University Queen's Students, unless the Department is satisfied with the arrangements made by the local committee, and with the provision for the professional training of such students.*

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87. [New Article.]—*An additional grant of half of each of these amounts is placed to the credit of the college for each master or mistress who has received a third year's training, and for each teacher admitted and trained under Article 95 (b).*

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88. *Exception :—*
* * * a college *or (subject to the approval of the Department) to an extension of* a college for the first
* * *

Section III. [*New*]

Grants in respect of Queen's Students.

91. (a.) *In respect of Queen's Students, a grant will be made annually, through the local committee, of 25l. for each male and 20l. for each female Queen's Student, and a grant of 10l. to the committee in respect of each Queen's Student enrolled for training throughout the year according to a scheme approved by the Department.*

(b.) *These grants will be paid to the local committee in three instalments, upon a certified list of the Queen's Students enrolled for training throughout the year, and attending lectures at the University or University College with which the local committee is connected, viz. :—*

(1.) *An instalment of 11l. (male students) or 9l. (female students) on the 1st October, or as soon as the certified list of the Queen's Students has reached the Department, and on the 1st February.*

(2.) *An instalment of 13l. (male students) or 12l. (female students) on the 1st May.*

Out of these sums the committee will pay to each Queen's Student on the 1st October (or as soon as the grant has been received) and on the 1st February, 8l. (male students) or 6l. (female students), and on the 1st May 9l. (male students) or 8l. (female students).

(c.) *The local committee will be required to produce to the Department, as soon as possible after the 31st July in each year, an account of their income and expenditure in such form as may be prescribed by the Department. The accounts shall include the grants for the Queen's Students, and the payments by the committee to them.*

Articles in the Code of 1894 which are modified in the Code of 1895.

ADMISSION INTO TRAINING COLLEGES.

91. * * * for admission, called the "Queen's Scholarship Examination," *is annually* held * * * *There will be two examinations this year, one on Tuesday the 3rd July and three following days, the other* on * * *

The names of all candidates *for the July examination* must be notified to the Department *before the 1st of May, and for the December examination* before the 1st of October.

The examination * * * equivalent to *the corresponding Scotch* examination.

93. The candidates attending the examination *at any training college are selected, and admitted to the examination, by the authorities of each college on their own responsibility, subject to no other conditions, on the part of the Department*, than that *the candidates*—

(a.) *intend* bonâ fide *to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 8b* (a) *or* (b).

(b.) *are* pupil-teachers * * *

(c.) not having been pupil-teachers, *will be more than* 18 years of age on the 1st of *January* next * * *

95. * * * Queen's Scholarship examination * * *

(*See* Article 102 (*a.*) and (*c.*).)

New, or modified, Articles in the Code of 1895.

QUALIFICATIONS FOR ADMISSION INTO TRAINING COLLEGES, OR FOR RECOGNITION AS QUEEN'S STUDENTS.

92. (*a.*) * * * for admission, *or for recognition as Queen's Students,* called the "Queen's Scholarship *and Studentship* Examination," *will be* held * * *

The names of all candidates must be notified to the Department before the 1st of October.

The *corresponding* examination * * * equivalent to *this* examination.

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93. The candidates attending the examination *must be either* pupil-teachers * * * *or*, not having been pupil-teachers, *persons over* 18 years of age on the 1st of *July* next * * *

(a.) *Candidates attending at any training college, or at any University or University College with which a local committee is connected, are selected and admitted to the examination by the authorities of the training college or the local committee, on their own responsibility.*

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95. (*a.*) * * * Queen's Scholarship *and Studentship* Examination * * *

(*b.*) *Without examination, any certificated teacher who has not previously been trained during two years and who wishes to enter the college for a year's training in the course prescribed for the second year; or a graduate of any university in the United Kingdom.*

(*c.*) Queen's Scholars may, with the consent of the authorities of their training college, attend during the winter session of each year of their instruction in such college, one or more of the classes in a Scottish University, and the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(*d.*) *The university fees of Queen's Scholars* who at the Queen's Scholarship and Studentship Examination are placed in the first class, and pass with credit in certain subjects* (Latin, Greek, French, German, Mathematics, or School Management), *or who have passed the preliminary examination at any of the Scottish Universities, may* during each year of their instruction in such college, and for one year thereafter, be treated as part of the college expenditure under Article 89.

During the *additional* year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed 12*l.*

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* *This will be specially indicated in the Class List.*

Articles in the Code of 1894 which are modified in the Code of 1895.

96. *Such candidates when admitted are termed Queen's Scholars.*

97. Before candidates are admitted—
(*a.*) The medical officer of the college must * * *
(*b.*) They must sign a declaration signifying *their intention conformably to Article 93* (*a*).

98. * * * college settle * * *

Section IV.

Examination of Students in Training Colleges.

100. An examination of the students will be held in December at the several colleges. This examination will commence on Monday, the 10th of December, at 2 p.m.

In future years it is intended to hold this examination in June or July.

101. No student may be presented for examination except such as, at the date of their admission, satisfied Article 93, and have been under instruction throughout the whole year. No such student may be left out.

102. The students have a different examination according as they are males or females, or are at the end of a first or second year of training.

(*a.*) Queen's scholars (Article 96) may, with the consent of the authorities of their training college, attend during the winter session of each year of their instruction in such college, one or more of the classes in a Scotch University *approved by the Department. If they attend any of these classes* the authorities of the training college may, during the university session, dispense with

New, or modified, Articles in the Code of 1895.

96. *A local committee may propose for recognition as a Queen's Student any candidate who has obtained a place in the first or second class in the Queen's Scholarship and Studentship examination, and has passed with credit in at least one of the subjects named in Article 95 (d.), or any person—*

(a) who has passed the preliminary examination in any of the Scottish Universities, or

(b) who has obtained a higher grade leaving certificate in at least three subjects (of which one must be English, including History and Geography, one Mathematics, and one in an ancient or modern foreign language),

and who may obtain a satisfactory report upon his or her practical skill in teaching.

The number of Queen's Students to be recognised under the authority of each local committee will be fixed by the Department upon the receipt of an application from the local committee, which must be received by the Department not later than the 1st June in each year, and must state the number of Queen's Students for whom they desire recognition.

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97. Before candidates are admitted *as Queen's Scholars, or recognised as Queen's Students*—

(*a.*) The medical officer of the college *or local committee* must * * *

(*b.*) They must sign a declaration signifying *that they intend bonâ fide to adopt and follow the profession of teacher in schools fulfilling the conditions of Article* 86 (*a*) *or* (*b*).

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98. * * * college *and the local committees* settle * * *

Articles 100–4 (Lapsed).

(*See* Articles 95 (*c.*) and (*d.*), page 76, and Article 48, page 68.)

Articles in the Code of 1894 which are modified in the Code of 1895.

their attendance at college, each day, for such time as they may deem necessary.

(*b.*) The examination for certificates, in the subjects taught in these classes, will be conducted by a board of examiners composed of professors in the Scotch Universities and Her Majesty's Inspectors of schools.

(*c.*) Those candidates who at the Queen's Scholarship examination are placed in the first class, and pass with credit in certain subjects (Latin, Greek, French, German, Mathematics, or School Management), *will be specially indicated in the class list* (*Article 94*); *and the university fees* (*Article 102* (*a*)) during each year of their instruction in such college, and for one year thereafter, *of such of them as become Queen's scholars*, may be treated as part of the college expenditure under Article 89.

During the *third* year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed 12*l.*

103. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (stamp) on their certificates.

104. Students who pass successfully through their course of training receive special mention thereof (stamp) on their certificates.

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118. (5.)

		£
73	5 pensions of 30*l.* each - - -	150
	28 pensions of 25*l.* each - - -	700
	40 pensions of 20*l.* each - - -	800
		1,650
	Donations and special gratuities (each year)	100
		£1,750

New, or modified, Articles in the Code of 1895.

118. (5.)

		£
83	7 pensions of 30*l.* each	*210*
	31 pensions of 25*l.* each	*775*
	45 pensions of 20*l.* each	*900*
		1,885
	Donations and special gratuities (each year)	100
		1,985

141. ***Articles 19, 29, 32, 70, 71, 79, 83–99, and Schedule II. of the present Code will not have effect until 1st January 1896; till that date the following Articles of the Code of 1894 will continue in operation:—19, 29, 32, 70, 71, 79, 83–104, and Schedule II.***

FIRST SCHEDULE (CODE OF 1894).

—	3.	4.	5. Boys.	5. Girls.
4th Year (Queen's Scholarship Examination, Article 91.)	To read as above, and to be tested by questions on the meaning of Shakespeare, Milton, or Scott, with clearness and expression, and knowledge of meanings and allusions.	Recapitulation of the preceding exercises.	Arithmetic generally. Euclid, Bks. I., II., III., IV., and the first nine propositions of Bk. VI. with simple deductions. Mensuration of plane surfaces. Algebra to quadratic equations inclusive.	The same as above. [For the purposes of Article 102 (*c.*) girls in addition to the above may take the papers in mathematics set for boys.]

—	6.	7.	8.	9.	10.
4th Year—*cont.*	Recapitulation of the preceding. Prizes.—See *Cir.* 12, *Note III.* Passes with credit.—See *Cir.* 12, *Note IV.*	Recapitulation of the preceding. Passes with credit.—See *Cir.* 12, *Note IV.*	To give a collective or class lesson on any subject taught in the school. To prepare notes of a lesson, and to answer questions thereon.	*Staff Notation.* All the major scales and accompanying minor scales. Exercises in two parts. Compass of voices. *Tonic Sol-fa Notation.* Chromatic intervals. Two and three removes and the same minor. Syncopation. Compass of voices.	See column 12 of this schedule.

11.

1st Year:—

1. * * * work papers in— *

I. Freehand,
II. *Geometrical Drawing,*
III. *Perspective,*
IV. Model,
V. Shading from casts,

are credited with marks in *any* future examination under Articles 44, *91*, or *100*.

12.

QUEEN'S SCHOLARSHIP EXAMINATION.

Article 91.

(*A syllabus of the examination to be held in December will be ready in July.*)

I. The examination for admission to training colleges extends to all the subjects specified in this schedule.

II. READING and TEACHING (see cols. 3 and 8).—Marks will be given to candidates who have been pupil-teachers for their practical skill in teaching.

Application for the report on the reading and recitation and teaching of teachers employed in inspected schools is to be made to the Inspector at his annual visit next before the Queen's Scholarship Examination.

III. GEOGRAPHY (Prizes).—With the view of encouraging the study of this subject, the Council of the Royal Geographical Society offer—one prize of 5*l.* and three prizes of books for males, and one prize of 3*l.* and three prizes of books for females—for those candidates who obtain the highest marks in this subject at the Queen's Scholarship Examination.

IV. GEOGRAPHY and HISTORY.—Candidates who pass with credit at the Queen's Scholarship Examination in either, or both, of these subjects may, in the subsequent

FIRST SCHEDULE (CODE OF 1895).

Dropped.

The Syllabus of Examination may be obtained on application to the Department.

11.

1st Year :—

1. * * * work papers in *the elementary stage of*—

(*a.*) Freehand,
(*b.*) Model,
(*c.*) Shading from casts.
(*d.*) *Practical plane and solid geometry* (*Science Subject I.*),

or who have qualified in certain equivalent subjects, will be credited with marks in future examinations under Article 44 or *92.*

12. Dropped.

FIRST SCHEDULE (CODE OF 1894).

(Column 12.—*continued.*)

Examination for Certificates, omit such subject or subjects, and will be credited with the marks gained at the Queen's Scholarship Examination.

N.B.—This regulation does not apply to candidates examined before 1892.

V. Domestic Economy.—A paper of questions will be given to the female candidates.

VI. Needlework :—

1. The various stitches used in making and mending calico and flannel underclothing.
2. The cutting out by proportion or by measurements of a girl's chemise, drawers, and flannel petticoat.

VII. Music (*see* col. 9).—Additional marks will be given to candidates who pass the following examination in practical skill:—

(1.) Sounding single notes, or passages of two or more notes, in a given scale, from dictation; *or*, naming such notes sounded by the examiner.

(2.) Sol-fa-ing, or reading without musical intonation, a unison passage of one or more measures, in time; *or*, giving the time names of such measure or measures recited by the examiner.

VIII. Additional subjects :—

Candidates may obtain marks at the Queen's Scholarship Examination for *two* of the following 14 subjects (or for *three* if marks be not claimed for drawing and practical skill in music). One of these *two* (or *three*) subjects must be a language. If only *one* subject is taken, it may be either a language or a science.

(*a.*) Languages.—A paper will be set in—

(1.) Latin.	(3.) French.
(2.) Greek.	(4.) German.

This paper will contain more advanced exercises in composition, grammar, and translation of unseen passages (in modern languages) from and into English, than those prescribed in col. 10, and (besides the books prescribed in col. 10) Virgil, Æneid, Book I. (in Latin), Homer, Iliad, Book I. (in Greek).

(*b.*) Science Subjects.—Marks will be given to any candidate who, at one of the examinations held in May of each year by the Department of Science and Art,* has passed in either the elementary stage, the advanced stage, or honours of—

(5.) Mechanics.	(10.) Botany.
(6.) Sound, Light, and Heat.	(11.) Navigation.
(7.) Magnetism and Electricity.	(12.) Physiography.
(8.) Chemistry.	(13.) Principles of Agriculture.
(9.) Human Physiology.	(14.) Hygiene.

IX. Gaelic.—Any Gaelic-speaking pupil-teacher employed in any of the counties mentioned in Article 19 A. (1.) may, *in addition to the marks under the foregoing paragraph* (*VIII.*), obtain marks in a paper to be set in Gaelic (grammar, translation, and composition).

X.* Drawing (optional).—*See* col. 11.

XI. Mathematics, Girls [Article 102 (*c*)].—*See* col. 5.

SECOND SCHEDULE (CODE OF 1894).

1. * * * or more than *six* hours upon any one day, nor more than 25 hours in any one week * * *

2. * * * on the first day of [7] _____ 18__, and, subject to the proviso in paragraph 4, shall end on the last day of [8] _____ 18[9]__, *but if the pupil-teacher passes the examination for admission into a training College or a Scotch University in July (or October) next preceding the last-mentioned date, this engagement may end on the first day of the month of December (or of October) next following such examination, provided the pupil-teacher then enters a Training College (or University).*

3. * * * of the engagement, *but such increase may be stopped at the discretion of the board for the unexpired remainder of any year after receipt of notice from the Scotch Education Department that the pupil-teacher has failed to pass the examination or to fulfil the other conditions of a pupil-teacher, according to the standard of the preceding year as prescribed in the Articles of the Code of the said Department applicable to the case*

FIRST SCHEDULE (CODE OF 1895).

Dropped.

The syllabus of examination may be obtained on application to the Department.

SECOND SCHEDULE (CODE OF 1895).

1. * * * or more than *five* hours upon any one day, nor more than *20* hours in any one week * * *

2. * * * on the first day of *December* 189___, and, subject to the proviso in paragraph 4, shall end on the last day of *November* 18___.[7]

3. * * * of the engagement.

SECOND SCHEDULE (CODE OF 1894).

4. Provided always, that if (1) the pupil-teacher fails to pass *an examination for any year as specified in paragraph 3 of this agreement*, or (2) if * * * last day of 18[12] * * * which the *pupil-teacher failed* shall * * * *

5 * * * this engagement, or *for admission to a training college pursuant to the said Articles.*

NOTES.

[7] Insert month as defined by Article 11 of the Code unless otherwise sanctioned by the Department.

[8] Insert name of preceding month.

[9] The term must be for four full years; or *any less number of years, not under two*, provided (*a*) that the candidate has passed for admission the examination fixed for a later year *in proportion to the reduced term of service, Article 70 (b) and (c)*; and provided also (*b*) that * * *

[12] *Either one year or until 30th June after the second date in paragraph 2.*

THIRD SCHEDULE (CODE OF 1894).

Note 4. * * * cooking or laundry classes * * *

SECOND SCHEDULE (CODE OF 1895).

4. Provided always, that if the pupil-teacher fails to pass *the* examination *at the end of the second year, this engagement shall end so soon as the result is announced, but* (1) *if the pupil-teacher shall fail to pass such examination on account of illness or some other cause, accepted by the Department as sufficient*, or (2) if * * * last day of *November* 18__[10].

* * * which the *engagement has been extended* shall * * *

5. * * * this engagement, or *for the Queen's Scholarship and Studentship Examination*.

NOTES.

[7] and [8] (Dropped).

[7] The term must be for four full years; or *for two* years, provided that the candidate has passed for admission the examination fixed for *the end of the second* year *and* that * * *

[10] *One year later.*

THIRD SCHEDULE (CODE OF 1895).

[Addition to Schedule.]

SCHEME OF NEEDLEWORK FOR SMALL SCHOOLS.

Group A.—(Standards I. and II.)

1. Hemming, seaming, felling. Any garment or other useful article showing these stitches.
2. Knitting. 2 needles, plain and purled, *e.g.*, a strip, or comforter or cuffs.

Group B.—(Standard III.)

1. The work of the previous group, stitching, pleating, and sewing on strings. Garments showing these stitches.
2. Herring-bone stitch. The stitch only on single thread canvas or on cheese cloth. Darning, simple, on canvas.
3. Knitting. 4 needles, plain and purled, *e.g.*, cuffs, welts of socks, &c.

Group C.—(Standard IV. and Upwards.)

1. The work of the previous groups, gathering, setting-in, button-hole sewing on button. Any garment showing these stitches.
2. Darning stocking web material (thin places and holes).
3. Patching in calico, print and flannel.
4. Knitting. 4 needles, a sock, stocking, or simple knitted garment
5. Cutting out two simple garments.

Children in Standards IV., V., and VI. respectively are not expected to do work in advance of that assigned by the General Scheme to their Standard.

Note 4. * * * cookery, laundry, or *dairy-work* classes * * *

FOURTH SCHEDULE (CODE OF 1894).

Footnote (Mathematics) :—

No requirements in this subject beyond those of the Code of 1892 will be [illegible] during any school year ending on or before 31st March 1894.

Footnote :—

The three stages of Subjects 6 and 7 may be taken in any order

FOURTH SCHEDULE (CODE OF 1895).

[Addition to Schedule.]

—	6. Navigation. (*Boys*).
1st stage - - -	Form and dimensions of the earth; meaning of the following terms—Navigation, seamanship, axis of the earth, North and South Poles, Equator, Equinoctial Line, Meridian, Latitude, Co-Latitude, Longitude, Course, Rhumb Line, Departure, Distance. To know the general construction of the mariner's compass, and to explain simply Variation, Deviation, Dip of the Needle, True Course, Magnetic Course, and Compass Course. To find difference of Latitude and of Longitude: to convert degrees of Latitude into miles, and miles into degrees of Latitude, and degrees of Longitude into time, and time into degrees of Longitude.
2nd stage - -	The First Stage; and to know the use of the Azimuth compass, and to be able to construct a Napier's Card for given deviations. The Nautical mile, and length of a knot. Leeway. Finding True Course from Compass Course, and *vice versâ*. Instruments for measuring the speed of a Vessel. The use of Soundings. Plane sailing and Traverse sailing. Easy examples to be worked.
3rd stage - -	First and Second Stages; Day's Work; Parallel, Middle Latitude, and Mercator's Sailing; a Mercator's Chart to be constructed from table of meridional parts—data given by the Inspector (Mathematical theory of chart not required). Easy examples in the above modes of sailing to be worked. *Note.—Concurrently with the above stages, the corresponding stages of the Mathematics of the Code might with advantage be studied, and it is recommended that a very rudimentary knowledge of Trigonometry should be imparted in the later stages.*

Footnote (Mathematics) :—

Dropped.

Footnote :—

The three stages of Subjects 7 and 8 may be taken in any order, *and alternative schemes in these subjects, or in Subject 6, may be submitted for approval.*

FIFTH SCHEDULE (CODE OF 1894).

Class Subjects.

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
I. Reading	—	—	—	—	—	. . . . .
II. Geography	—	—				The . . . . .
III. Elementary Science. A progressive course of simple Lessons and Notes of Lessons should be provided for each of the Standards [illegible]	Common objects, such as [illegible]	A more advanced knowledge of the special [illegible]				

1. *As a rule*, the examination . . . will follow . . . the Schedule. *But* if the Managers desire, they may submit to the *Inspector at his annual visit*, for the *Inspector may approve for the ensuing year* . . . agriculture. In elementary science *this* scheme must be followed . . . agriculture, and a course of lessons, [illegible] graduated system may also be submitted.

2. If Hygiene is taken as a class subject a progressive course of Lessons as it must be submitted to the Inspector at his annual visit and approved by him for the ensuing year.

FIFTH SCHEDULE (CODE OF 1895).

Class Subjects.

—	Standard VI.
English - - - -	* * and to know *the ordinary prefixes and suffixes, and* the method of forming * * *
Geography - - - -	The geography of the *world in outline,* and *in more detail, Europe and* the British Colonies. *Some elements of physical geography.*
III. [Dropped.]	

The examination * * * will *either* follow * * the Schedule, *or,* if the Managers desire, they may submit to the *Department at the beginning of the school year,* some progressive scheme * * * scholars. *This must be done in every case when a subject not mentioned in the Schedule is chosen.*

In elementary science *the* scheme *should* be so framed * * * agriculture.

2. Dropped.

APPENDIX No. 2.

FACTORY AND WORKSHOP ACT, 1878, 41 Vict. c. 16. ss. 26, 65, 105; and EDUCATION (SCOTLAND) ACT, 1883, 46 & 47 Vict. c. 56. ss. 6, 7.

ORDER of SECRETARY of STATE rescinding, with consent of Scotch Education Department, an ORDER made under section 26 of the Factory and Workshop Act, 1878, and dated 15th February 1879.

Whereas the effect of the Factory and Workshop Act, 1878, and of the said Order of 15th February 1879, made under section 26 thereof, was that a child of thirteen years of age could not be lawfully employed as a young person in a factory or workshop in Scotland unless such child had obtained either a certificate of having passed the standard of proficiency fixed by that Order or a certificate of having attained the standard of previous due attendance at school, likewise fixed by the same Order.

And whereas so far as concerns the employment of children of thirteen and of not more than fourteen years of age as young persons in any factory or workshop in Scotland, the effect of section 6 and 7 of the Education (Scotland) Act, 1883, is that, notwithstanding the Factory and Workshop Act, 1878, a certificate of previous due attendance at school no longer operates as a qualification to any such child for such employment, and that such child may not be so employed without having obtained a certificate of having passed the Fifth Standard prescribed by the Minutes of the Scotch Education Department regulating the administration of the Parliamentary Grant for Education in Scotland for the year 1883, or a corresponding standard prescribed by the said Minutes for any subsequent year.

Now, therefore, I, the Right Honourable Sir Richard Assheton Cross, one of Her Majesty's Principal Secretaries of State, with the consent of the Lords of the committee of the Privy Council on Education in Scotland, hereby rescind the said Order of 15th February 1879.

(Signed) RICHD. ASSHETON CROSS.

Home Office, Whitehall,
1st February 1886.

Approved by the Scotch Education Department.
(Signed) HENRY CRAIK,
Secretary.

APPENDIX No. 3.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 4th day of March 1895.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management :

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain:

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein:

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose :

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890 :

And whereas a sum out of the parliamentary grant is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts :

And whereas by a Minute of 10th April 1894 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved :—

That the Minute of 10th April 1894 is hereby withdrawn, and the following provisions are substituted therefor :—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say :

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school boards districts in which the special arrangement may be adopted on such [illegible] and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require. [illegible] paid to the [illegible] on account of the [illegible] school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section [illegible], to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board of managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section sixty five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

1895.

SCOTCH CODE OF REGULATIONS

FOR

EVENING CONTINUATION SCHOOLS.

NOTE.

The object of this Code is to encourage the development of Evening Continuation Schools, partly as a means of supplying defects in the elementary instruction of certain scholars, but still more as a means of enabling scholars who have left elementary schools to acquire something more than elementary knowledge, and especially of giving them opportunities of learning the scientific principles which underlie the employment upon which they have entered.

The restriction to pupils under 21 years of age is removed.

The methods of calculating the grant have been simplified, and by the basing of payment on the number of hours of instruction given, it is hoped that a more prolonged attendance at evening classes will be encouraged.

The schedules or schemes of instruction appended to the Code are intended only as suggestions; and my Lords desire to leave to the local authorities full freedom both of modifying these courses and of proposing others, subject to the approval of the Department.

Subject to the condition that at least one hour at each meeting is devoted to some subject or subjects mentioned in Article 2 of the Code, my Lords are anxious to encourage any means whereby these Evening Continuation Schools may be rendered more attractive and more efficient in view of the requirements of each locality, and whereby their numbers may be increased.

SCOTCH EVENING CONTINUATION SCHOOL CODE, 1895.

Articles of Scotch Code applicable to Evening Schools.

1. The Articles of the Scotch Code, so far as they are set out in the Appendix to this Code, shall apply to Evening Continuation Schools.

Subjects of instruction for which grants may be paid.

2. Grants may be made for any of the subjects of instruction named in the following list, and for any other subjects sanctioned by the Department, provided that a graduated scheme for teaching any such subject be submitted to and approved by the Inspector.

(*a.*) Elementary Subjects	Reading or Recitation, or both combined. Writing and Composition. Reading and Writing combined. Arithmetic.
(*b.*) English Subjects	English. Geography. History. The Life and Duties of the Citizen.
(*c.*) Languages	French. German. Gaelic. Latin. Greek.
(*d.*) Mathematics	Euclid. Algebra. Mensuration.
(*e.*) Science Subjects and Subjects of practical utility	Elementary Physiography. Elementary Physics and Chemistry. Science of Common Things. Chemistry. Mechanics. Sound, Light and Heat. Magnetism and Electricity. Human Physiology. Botany. Book-keeping. Shorthand.
(*f.*) Subjects for Boys and Men only	Agriculture. Horticulture. Navigation.
(*g.*) Subjects for Girls and Women only	Domestic Economy. Needlework.

Grants may also be made for Cookery, Laundry Work, and Dairy Work as subjects of instruction for Girls and Women.

Subjects for which Excel grant only may be paid.

3. Instruction in the following subjects is recognised for the purpose of the Grant under Article 10 (*a*), but not for the Grant under Article 10 (*b*) :—

Drawing.
Manual or Technical Instruction.
Suitable Physical Exercises.
Military Drill (for boys and men).
Vocal Music.

School meeting.

4. No meeting of the school is reckoned at which less than one hour's secular instruction in one or more of the subjects mentioned in Article 2 has been given, and separate registers must be kept for the subjects mentioned in Articles 2, 3, and 11 respectively. No lesson of less than half-an-hour in length is recognised for purposes of registration.

Recognised scholars.

5. No scholar may be entered or continue on the register who is under twelve years of age, unless such scholar is deemed by the Department to be exempt from the legal obligation to attend school. A scholar exempt from the legal obligation to attend school may, while earning a grant in a day school, also earn a grant in an evening school in a special subject not taught in the day school.

School year.

6. The "school year" is the year ending on the 30th of April.

Teachers.

7. Any person over eighteen years of age approved by the Inspector, and not being a pupil-teacher engaged in a State-aided School, may be recognised as teacher or assistant teacher.

Conditions of annual grant.

8. The following conditions must be fulfilled in order that a school may receive an annual grant:—

(*a.*) Principal teacher.

(*a.*) The principal teacher must be certificated or recognised under Article 7, and must not be allowed to undertake duties not connected with the school which may occupy any part whatever of the school hours.

(*b.*) Minimum number of meetings.

(*b.*) The school must have met on not less than 30 evenings in the school year.

If a school has been closed during the year under medical authority, or for any unavoidable cause, a corresponding reduction is made from the number of meetings required by this Article.

(*c.*) Annual notice to Department.

(*c.*) Notice must be given annually at the beginning of the session to the Department that the managers desire a grant for the school.

(*d.*) Time-Table.

(*d.*) The Time-Table must be submitted to and approved by the Inspector at the beginning of the Session, and not later than the 31st December. It must be exhibited in the school, and must show the several subjects in which instruction is given, and the time allotted to each subject, and no subject that is not so shown will count for a grant. Any alteration affecting the days or hours of meeting must be notified to the Inspector, and not less than 14 days' notice of the closing of the school must be given to him.

(*e.*) Visit of Inspector.

(*e.*) The school must be visited by the Inspector at least once in each school year, unless some cause accepted as satisfactory by the Department should prevent such visit. The Inspector's visits will, as a rule, be made without previous notice being given.

(*f.*) School must be efficient.

(*f.*) The school must be reported efficient by the Inspector. A school will not be reported efficient unless the Inspector is satisfied that the order is good, that the teaching is systematic and intelligent, and that the scholars are making genuine progress in the subjects taught.

Date of payment.

9. The annual grant becomes due at the end of the school year, and is paid as soon as may be after that date.

Annual grant.

10. The managers may claim :—

(*a*.) A grant of 1*s*. for every complete 12 hours of special instruction (Article 4) received by the scholars, all the hours of such instruction which each registered scholar has received during the school year being added together.

(i.) The grant under Article 10 (*a*.) may not be withdrawn unless the whole grant is withdrawn.

(ii.) No grant under Article 10 (*a*.) will be paid unless some other grant under this Code is payable.

(*b*.) A grant of 1*s*. or 1*s*. 6*d*. for every complete 12 hours of instruction (similarly calculated) received by the scholars in any subject mentioned in Article 2 (other than cookery, laundry work, and dairy work), or sanctioned as provided by that Article. The Department shall decide which, if either, of these rums shall be paid after considering the report of the Inspector's visit or visits.

(i.) No Grant under Article 10 (*b*) shall be paid for any scholar on account of any subject in which he has been previously examined by the Science and Art Department.

(ii.) No Grant shall be paid for any scholar on account of more than two Science subjects.

(iii.) If a scholar is to be presented for examination in two Science subjects by the Science and Art Department in the May following the close of the school year, no Grant shall be paid for him on account of any Science subject, and if he is to be so presented in one Science subject, no Grant shall be paid for him on account of more than one Science subject.

Cookery grant.

11. (*a*.) Where the Inspector reports that special and appropriate provision is made for the practical teaching of Cookery by a teacher holding a certificate from some Training School of Cookery recognised by the Department, or whose competency* is otherwise proved to the satisfaction of the Department, a grant of 2*s*. (or 2*s*.) is made on account of each girl or woman who has attended not less than 20 (or 25) hours during the school year at a Cookery Class, and has spent not less than 10 (or 20) of these hours in cooking with her own hands in a class in which not more than 12 scholars are taught at the same time by one teacher.

Laundry Work grant.

(*b*.) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Laundry Work by a teacher recognised by the Department as qualified to teach that subject, a grant of 2*s*. is made on account of any girl or woman who has attended not less than 20 hours during the school year at a Laundry Class of not more than 14 scholars.

Dairy Work grant.

(*c*.) Where the Inspector reports that special and appropriate provision has been made for the practical teaching of Dairy Work by a teacher holding a certificate recognised by the Department, or otherwise recognised by the Department as competent to teach Dairy Work, a grant of 4*s*. is made on account of

* The course for the certificate should [illegible] and should provide training in practical teaching and in demonstration.

any girl or woman who has attended for not less than 20 lessons, of at least two hours each, a class of not more than 14 scholars. The time for Dairy Work must be entered in the Time-Table, and should be not less than two continuous hours at any meeting.

Average attendance.

12. For the purposes of section 19 of the Elementary Education Act, 1876 (*see* Appendix, Article 32), the average attendance shall be found by dividing the total number of hours of instruction (Article 4) received by registered scholars during the school year by the total number of hours during which the school has been open during the same period.

Alteration of Code.

13. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have lain on the Table of both Houses for at least one calendar month.

Code to be printed and laid before Parliament.

14. The Code shall be printed each year, in such a form as to show separately all articles cancelled, modified, or established since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

Provision as to Schedule.

15. The Schedule annexed to the Code has the same effect as the Articles of the Code, and is subject to the provisions of Articles 13 and 14.

(Signed) ROSEBERY,
Lord President of the Council.

GEORGE OTTO TREVELYAN,
Vice-President of the Committee
of Council on Education in Scotland.

HENRY CRAIK,
Secretary.
Scotch Education Department,
4th March 1895.

SCHEDULE.

Managers are not restricted to the subjects named in this Schedule nor to the use of the Schemes set out in it. They may propose a Scheme of their own in any one of these subjects or in any other subject sanctioned by the Department. Such Schemes, together with a time-table of work, must be submitted to and approved by the Inspector at the beginning of a session.

CONCISE SCHEMES.

I.—ELEMENTARY SUBJECTS.

1. Reading or Recitation (or both combined) from a school magazine or a newspaper, or from some standard author.

2. Writing and Composition.—Letter writing or commercial correspondence or theme writing.

3. Reading and Writing Combined.

4. Arithmetic.—Vulgar fractions; decimal fractions; household accounts, bills of parcels, practice; proportion, its application to interest; averages and per-centages. The principles of the metric system of weights and measures and of decimal coinage.

II.—ENGLISH SUBJECTS.

1. English.—Parsing and analysis of sentences; paraphrasing of simple poetical extracts; history of the English language.

2. Geography.—General Geography of the British Isles, their chief industries and means of communication by land and water.

General geography of Canada and the United States, or of Europe or Australasia or British India, with special reference in each case to their industries and to their commercial relations with Great Britain.

Colonisation and the conditions of successful industry in the British possessions generally.

3. History.—(*a.*) Particular periods or subjects, *e.g.* :—

The reign of Queen Victoria. History of the British Colonies. The Stuart period, with especial reference to the constitution and functions of Parliament. The Expansion of Britain in the 18th Century.

History of Scotland before or after the Union of the Crowns.

(*b*.) Biographies of leading persons and the chief events in a selected portion of history, *e.g.*, 800 to 1215 A.D. or 1688 to 1760 A.D., or in the 16th or 17th century with special reference to Scotland.

4. The Life and Duties of the Citizen.
(*For specimen of detailed scheme, see Code of* 1893.)

III.—LANGUAGES.

1. French or German.—Grammatical rules; easy conversational phrases and sentences; translation of an easy reading book; a letter or theme in French or German. [Fair correctness of pronunciation to be required.]

2. Gaelic.—Grammatical rules; translation from Gaelic into English and from English into Gaelic of easy sentences; recitation of Gaelic poetry; a letter or theme in Gaelic.

3. Latin or Greek.—Grammatical rules; simple exercises in translation from English into Latin or Greek; parsing; translation of a Latin or Greek standard author.

IV.—MATHEMATICS.

1. Euclid.—Books I., II., III. (or parts of those books), with simple deductions.

2. Algebra.—As far as quadratic equations and easy problems leading to them.

3. Mensuration.—Triangles and parallelograms; the circle; sphere, right cone and cylinder; use of the chain and field-book in land surveying; duodecimals; measuring brick-work and timber.

V.—SCIENCE SUBJECTS AND SUBJECTS OF PRACTICAL UTILITY.

1. Elementary Physiography.
2. Elementary Physics and Chemistry.
} (*For specimens of detailed schemes, see Code of* 1893.)

3. Science of Common Things.—Brief survey of physical properties of bodies serving to determine their uses and relative value.
Mechanical facts and principles most serviceable in daily life.
Hydrostatic and Aërostatic laws most commonly applied.
Familiar notions of sound, light, heat electricity and magnetism.

Brief survey of the most essential facts and principles of inorganic and organic chemistry.

Leading features of physiology.

Outlines of the animal and vegetable kingdoms.

The Home, including design and construction on hygienic and economic principles. Materials. Fixtures and furniture. Heating and lighting.

Clothing.—Food and beverages.—Cleanliness and disinfection.

Safety from accidents and injuries. First aid to the injured and simple remedies. Means of relief and comfort for the infirm. Precautions against endemic and epidemic diseases.

Discipline of body and mind. Popular influences of music and of the graphic arts. Employments for leisure times.—Household management and thrift. Provident organisations on sound principles of social economy.

4. Chemistry.—Solution. Solvent properties of water. Impurities in water. Hard and soft water. Mineral and sea water. Saturation.

Air: its constituents and weight. Properties of oxygen as regards animal life and changes in matter effected by it. Nitrogen as regards animal life. Impurities in air. Aqueous vapour.

Water: its three states. Expansion by heat. Convexion currents. Boiling point. Steam. Composed of oxygen and hydrogen in definite proportions. Properties of hydrogen.

Carbon: various states. Combination with oxygen. Evolution of heat, how measured. Carbon dioxide; its solution; aërated waters; tests for presence of carbon dioxide. Coal and coal gas. Oil. Tallow. Products of combustion.

Sulphur: properties. Sulphurous acid. Sulphuric acid.

Chlorine: how obtained. Its properties and combination with sodium. Its solubility.

Acids and Alkalies, Metals: tests and properties. Hydrochloric acid. Ammonia. Lime and clay.

Lead. Iron. Copper. Mercury. Sodium.

General notions of the composition of organic carbon compounds. Acetic acid and vinegar. Tartaric acid in fruits. Fats. Oils. Glycerine. Soap. Sugar. Starch. Gluten. Alcohol.

5. Mechanics.—Matter in three states: solids, liquids, gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measures of length, time, and velocity. Matter in motion; inertia and momentum. Weight. Measures of force and work. Parallelogram of velocities. Parallelogram of forces. The simple mechanical powers. Liquid pressure. The hydrostatic press; liquids under the action of gravity.

6. Sound, Light, and Heat.—Elementary notions of vibration and waves.

Propagation and velocity of sound. Reflection and refraction of sound. Echoes. Whispering galleries. Speaking trumpet. Musical notes. Pitch and loudness of notes.

Propagation of light. Shadows, intensity of light, and simple photometers. Reflection. Mirrors and images by plane surfaces. Refraction, images by pin-holes, by lenses, by concave and convex mirrors. Refracting and reflecting telescopes. The microscope. Camera obscura

and camera lucida. The optical lantern. Decomposition of light. Colour of objects, mixture of colours by rotation.

Distinction between heat and temperature. Thermometers and thermometric scales. Expansion of solids, liquids, and gases. The three modes in which heat may be transmitted. Capacity for heat, and the influence on climate of the capacity for heat possessed by water. Heating by hot water. Change of state caused by heat. Latent heat. Influence of pressure on the boiling point. Determination of heights by boiling point.

7. Magnetism and Electricity.—Attraction of iron by a magnet. Poles of a magnet. Direction of a magnet moving freely in a horizontal plane. Mariner's compass. Mutual behaviour of like and unlike poles. Magnetization of soft iron and steel. The dipping needle. The earth as a magnet.

Electrification. The gold-leaf electroscope. Conductors and insulators. Production of two kinds of electrification. Induction. The Leyden jar and fulminating panes. The frictional electrical machine. An electric current. The Grove, Daniell, and Leclanché cells and batteries.

Decomposition of water. Coiled conductors behaving as magnets when an electric current passes through them.

Electrolysis of solutions of metallic salts.

Deflection of a magnetic needle by a current passing in a wire. The principles of telegraphy. The electro-magnet. Construction of an electric bell.

8. Human Physiology.—General build of the human body.

Names and positions of the internal organs.

Nature and chemical composition of air, water, carbonic acid, and ammonia.

Blood; form, size, and structure of its corpuscles.

Organs of circulation, respiration, and digestion; their structure and functions.

Excretory organs. The skin. Heat of the body; how derived, distributed, and regulated.

Structure and functions of the organs of smell, taste, and sight.

General arrangement of the nervous system.

Chief parts of the brain. Structure of the spinal cord. Evidence that the spinal cord is capable of effecting reflex actions.

9. Botany.—General structure of the root, stem, leaves, and parts of the flower.

Description, in technical language, of the parts of a fresh plant.

Characters of the natural orders to which such plants as the following belong:—Buttercup, wallflower, apple, carrot, dandelion, primrose, and hyacinth.

Structure of the vegetable cell.

Nature and properties of the cell-contents, *e.g.*, protoplasm, starch grains, and chlorophyll.

Structure and uses of the anther, pollen, ovary, ovule, and seed.

Processes of assimilation and respiration. Properties and chemical composition of air, water, carbonic acid, and ammonia. Sources of the food materials of the plant.

Distinctive characters of the classes of Dicotyledons and Monocotyledons, and of their principal divisions.

Comparison of a fern and a moss with a flowering plant.

10. Book-keeping.—Commercial terms. Use of cash book, purchases book, sales book. Double entry. Bills of exchange. Bills receivable book. Bills payable book. The journal; its relation to other books. Ledger accounts. Bad debts. Consignments. Discounts.

11. Shorthand.—Writing from dictation. Transcription of shorthand notes. Clear and correct formation of shorthand characters and outlines.

VI.—SUBJECTS FOR BOYS AND MEN ONLY.

1. Agriculture.—Soils and their plant food, and the crops produced therefrom.

Milk: its character and uses, its preservation, and the various products obtained from it.

Plant life; manures and tillages. Proper use of plant food.

Practical instruction in the treatment of milk (on the basis of Cookery instruction) with explanation of processes and results.

Variations in crops, seeds, live stock.

Elementary instruction in dairy management, poultry management, and the management of bees.

2. Horticulture.—Seeds and their requirements. Nature and composition of soils. Nature and functions of roots. Stems and branches. Leaves. Buds and tubers. Flowers and fruits.

Operations connected with the land. Preparation of seed bed. Potting and planting.

Propagation. Cuttings. Budding. Grafting. Layering.

Branch and root pruning.

Fruit culture. Flower culture. Vegetable culture. Fungus and insect pests.

3. Navigation.—Terms used in mathematical geography. Description of charts. Differences of latitude and longitude. The compass. Conversion of magnetic bearings into true bearings and the converse. Logarithms of numbers. Variation, deviation, and leeway. Log-line and glass. Mercator's chart. Middle latitude, meridional. Position by cross bearings. Traverse sailing. Day's work, by D.R. Latitude by meridian altitude of sun. Error of compass by altitude of sun. The sextant. Longitude by chronometer and altitude of sun. Error of compass by azimuth and altitude of sun.

VII.—SUBJECTS FOR GIRLS AND WOMEN ONLY.

1. Domestic Economy.—Foods and beverages. Their properties, nutritious values, and functions. Their preparation. Clothing. The dwelling. Rules of health. Washing.

2. Needlework.—**Sewing Course.**—To cut out garments requiring only straight or slanting lines, *e.g.*, a working woman's apron; a flannel petticoat; an infant's shirt.

To pleat material into bands suitable for use in aprons, woollen petticoats, &c.

To sew on buttons, make buttonholes, and set on tapes.

To make up a complete garment (cut out by the scholar) showing the practical application of the above-named exercises.

To cut out in different sizes garments requiring curved lines, *i.e.*, chemises, drawers, pinafores, boys' shirts (flannel or Oxford shirting).

To gather material and set it into bands, *i.e.*, neck or collar bands, wristbands, &c.

To run and feather-stitch tucks.

To join material on the straight, on the cross, and on the curve by various kinds of seams.

To set in gussets and make false hems.

To make up a garment (cut out by the scholar) showing the practical application of the above-named exercises.

To cut out in several sizes (from measurements) a plain dress bodice and a night-dress.

To set on hooks and eyes, to case bones, to overcast seams, and to bind skirt edges.

To make up a dress skirt, lined or unlined. To make up a simple dress (skirt and bodice) or a night-dress, cut out by the scholar.

Knitting and Mending Course.—To knit a man's sock.

To darn thin places on flannel and holes in socks and stockings.

To patch in flannel.

To knit a stocking.

To patch in calico.

To darn and repair house linen, *i.e.*, sheets, table-cloths, &c.

To patch and darn dress materials (print and woollen).

NOTE.—*For specimens of detailed schemes, see Code of* 1893.

APPENDIX No. 1.

Articles of the Scotch Code, 1895, applicable to Evening Continuation Schools.

1. A sum of money is annually granted by Parliament "For public "Education in Scotland."

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, in—

(*a.*) maintaining schools for children (Article 6); and
(*b.*) training teachers.

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."
(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."
(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) This time-table is to be submitted to the inspector for approval, on behalf of the Department, at the time of his annual visit.

* * * * * *

(*d.*) The ordinary payments in respect of the instruction, from each child, must not exceed tuppence a week on the average number on the books.

* "The term 'Scotch Education Department' shall mean The Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education (Scotland) Act, 1872, s. 1).

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

(*a*) the average fee exceeds ninepence a week, or

(*b*) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(*a.*) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (*a*)).

(*b.*) A school established after the passing of the Education (Scotland) Act (6 *August* 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (*b*)).

(*c.*) Higher class public schools (*ibid.*, sec. 62–64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by Her Majesty, on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers, unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

(*a.*) The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

* * * * *

12. An inspector, sub-inspector, or inspector's assistant may visit any public school, or other school subject to inspection, at any other time without notice.

* * * * *

14. No school is placed on the list for inspection * * * till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W.

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.

2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.

3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a*.) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b*.) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(*c*.) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.

* * * * *

(*g*.) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher * * *; accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character * * * may be accepted as trustworthy.

(*h*.) These persons have designated one of their number to sign the receipt for the grant.

Exception:—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

(*i*.) The income of the school is applied only for the purpose of* public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A second inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

20. For each blind or deaf-mute scholar in a day or evening school, or in any institution for the education of blind or deaf-mute children approved by the Department, grants may be allowed—

(*a*.) At the rate of 3*l*. 3*s*. a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b*.) At the rate of 2*l*. 2*s*. a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

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* *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by these rules.

32. The amount which may be claimed by the managers * * * may be reduced,*—

(*a.*) If it exceeds 17*s.* 6*d.* per scholar in average attendance during the year * * * by its excess above the income† of the school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where a School rate of not less than 3*d.* in the pound, on the "rateable value of the parish has been levied," (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889) this Article will not be enforced.

* * * * *

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17 (*g.*)),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

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* The conditions of this Article do not apply to grants under Article 20.

† *See* Elementary Education Act, 1876, sections 19 (1) and 53.

APPENDIX No. 2.

SHOWING separately (for 1895) all ARTICLES modified, and all NEW ARTICLES.

Articles in the Code of 1894 which are modified in the Code of 1895.

6. (*d*) * * * Session It must show * * * Inspector.

New, or modified, Articles in the Code of 1895.

8. (*d.*) * * * Session, *and not later than the 31st December.* It must *be exhibited in the school and must* show * * * Inspector, *and not less than 14 days' notice of the closing of the school must be given to him.*

11. (*a.*) Footnote* [NEW]:—

The course for the certificate should cover a period of at least four months, and should provide training in practical teaching and in demonstration.

August 1895.

INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in **heavy type.** The names of the Inspectors' Assistants are printed in italics.

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	SOUTHERN DIVISION.		
	(DR. KERR, Chief Inspector.)		
1	**EDINBURGH** (part of). [*See* Nos. 2 and 3.]	293,507	
	consisting of—		
	Edinburgh (*City*) - - 261,833		
	and		
	Parishes of—		
	Colinton - - - 4,549		
	Corstorphine - - 2,233		**Dr. Kerr**, 13, Regent Terrace, Edinburgh.
	Cramond - - - 2,945		
	Currie - - - 2,580		
	Kirknewton and East Calder. 5,352		*J. Struthers, Esq.*, Corstorphine.
	Mid Calder - - 3,126		*J. Coombe, Esq.*, 11, Wardie Avenue, Edinburgh.
	Ratho - - - 1,839		
	South Leith - - 2,594		*W. S. Gall, Esq.*, 16, Comiston Road, Edinburgh.
	West Calder - - 8,456		
	LINLITHGOW - - - -	53,332	
	NOTE.—*East Benhar Colliery School, in Whitburn parish, is included in District No.* 10.		
	Total -	347,039	
2	**EDINBURGH** (part of). [*See* Nos. 1 and 3.]	137,843	
	consisting of—		
	Leith Burgh - - 68,707		
	and		
	Remainder of County - 69,136		
	except -		**A. E. Scougal**, Esq., 12, Blantyre Terrace, Edinburgh.
	Edinburgh (City) and parishes of Colinton, Corstorphine, Cramond, Currie, Hermot. / *Kirknewton and East Calder, Mid Calder, Ratho, South Leith, Stow, West Calder.*		*S. D. Black, Esq.*, 1, Leamington Place, Edinburgh.
	HADDINGTON - - - - -	37,377	
	Total -	175,220	
3	**ROXBURGH** - - - - -	53,186	
	BERWICK - - - -	32,694	
	SELKIRK - - - - -	27,709	**W. Y. King**, Esq., St Bede's, Melrose, N.B.
	PEEBLES - - - - -	14,722	
	EDINBURGH, parishes of	2,242	
	Hermot - - - 443		*W. Pennycook, Esq.*, Market Place, Melrose, N.B.
	Stow - - - - 1,799		
	Total -	130,454	
4	**DUMFRIES** - - - - -	74,245	
	KIRKCUDBRIGHT - - - -	40,167	**A. O. Barrie**, Esq., Greenbank, Dumfries, N.B.
	NOTE.—*Knaize Public School, in Hargreenan parish, is included in District No.* 12.		*J. Galloway, Esq.*, 4, Glebe Terrace, Dumfries, N.B.
	Total -	114,412	

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Southern Division—*continued.*		
5	**Fife.** [*See* Nos. 6 and 7.] - - -	180,633	**G. Dunn**, Esq., 3, Greenhill Place, Edinburgh.
	except the parishes of—		
	Abdie, *Collessie*, *Culross*, *Creich*, *Dunbog*, *Flisk*, *Monimail*, *Moonzie*, *Newburgh*, *Tulliallan*.		*T. Smith, Esq.*, Victoria Road, Kirkcaldy, N.B.
	Total -	180,633	
6	**Perth.** [*See* Nos. 7 and 15.] - -	104,431	**A. Walker**, Esq., Early Bank, Craigie, Perth, N.B.
	except the parishes of—		
	Aberfoyle, *Abernyte*, *Ardoch*, *Blackford*, *Blairingone*, *Callander*, *Dunblane*, *Gartmore*, *Glendevon*, *Inchture*, *Kilmadock*, *Kincardine*, *Lecropt*, *Longforgan*, *Muckart*, *Port of Monteith*, *Trossachs*.		
	Fife (part of). [*See* Nos. 5 and 7.] -	6,459	
	comprising the parishes of—		
	Abdie - 754 | Flisk - - 192 Collessie - 2,093 | Monimail - 769 Creich - 325 | Moonzie - 128 Dunbog - 346 | Newburgh - 1,852		
	Total -	110,890	
	Western Division.		
	(DR. OGILVIE, Chief Inspector.)		
7	**Stirling.** [*See* No. 8.] - - -	102,747	**W. W. Waddell**, Esq., 1, Royal Gardens, Stirling, N.B.
	except the parishes of—		
	Baldernock, *Campsie*, *Slamannan*, *Strathblane*.		*J. Wilson, Esq.*, 18, Dumbarton Road, Stirling, N.B.
	Clackmannan - - - -	33,030	
	Perth (part of). [*See* Nos. 6 and 15.] -	15,911	
	comprising the parishes of—		
	Aberfoyle - 943 | Kilmadock - 2,760 Ardoch - - 959 | Kincardine - 1,277 Blackford - 1,522 | Lecropt - 273 Blairingone - 413 | Muckart - 539 Callander - 2,012 | Port of Monteith - - 665 Dunblane - 3,220 | Trossachs - 371 Gartmore - 816 Glendevon - 141		
	Kinross - - - - -	6,373	
	Dumbarton, parish of Cumbernauld - - -	4,361	
	Fife, parishes of - - - -	3,273	
	Culross - - - - 1,096 Tulliallan - - - 2,177		
	Total -	165,695	

No. of District	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants and their Head-Quarters.
	Western Division—*continued.*		
8	**Lanark** (part of). [*See* Nos. 9, 10, and 13]	465,716	
	Lower Ward—		
	except—Glasgow, Bridgeton, Gorbals, Hutchesontown, Tradeston, Carmunnock, Rutherglen.		**Dr. Ogilvie**, 5, Woodside Place, Glasgow.
	Stirling (part of). [*See* No. 7.] *consisting of* the parishes of—	14,783	D. M. Fraser, Esq., 22, Albion Crescent, Dowanhill, Glasgow.
	Baldernock - - - 553		*W. Calder, Esq.*, Viewfield, Lenzie.
	Campsie - - - 5,338		*J. M. Wilson, Esq.*, 16, St. Albans Terrace, Dowanhill, Glasgow.
	Slamannan - - - 7,221		*D. Wemyss, Esq.*, 8, Westbank Terrace, Hillhead, Glasgow.
	Strathblane - - - 1,671		
	Dumbarton (part of). [*See* Nos. 7 and 13]	12,627	
	Kirkintilloch (Town) - 9,374		
	,, (Landward) - 3,113		
	Bute—Island of Bute - - -	11,753	
	Argyll—Island of Mull - - -	5,076	
	Total -	509,755	
9	**Lanark** (part of). [*See* Nos. 8, 10, and 13]	193,806	
	Lower Ward (*remainder*)— *comprising*—		
	Glasgow, Bridgeton - - 44,342		
	,, Gorbals - - 41,611		
	,, Hutchesontown - 51,692		
	,, Tradeston - 19,555		
	Carmunnock - - - 1,355		
	Rutherglen - - - 16,178		
	174,733		**W. Bathgate, Esq.**, 13, Westbourne Gardens, Kelvinside, Glasgow.
	Middle Ward—		
	Carmunnock - - - 1,364		*J. Miller, Esq.*, Craigview, Burnbank Road, Hamilton, N.B.
	East Kilbride - - - 3,109		
	18,573		
	Bute - - - - -	6,651	
	Islands of—		
	Arran - - - - 4,850		
	Cumbrae - - - - 1,801		
	Total -	199,957	
10	**Lanark** (part of). [*See* Nos. 8, 9, and 13]	274,380	
	Middle Ward - - 231,449		
	except the parishes of— Carmunnock, East Kilbride.		**Dr. Smith**, St. Peter's Lodge, Uddingston, Glasgow.
	Upper Ward - - - 42,940		Dr. Day, Portobello, Glasgow.
			W. M. Nicholl, Esq., Gowrie Villa, Uddingston, Glasgow.
	Lanthorne, East Benhar Colliery School in Westbarns parish.	—	
	Total -	274,389	

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Western Division—*continued.*		
11	**North Ayr** - - - - - - *consisting of—*	173,758	
	Ardrossan, Ayr Burgh, Beith, Craigie, Dalry, Dreghorn, Dundonald, Dunlop, Fenwick, Galston, Irvine (Burgh), „ (Land.), Kilbirnie, Kilmarnock (Burgh), „ (Land.), Kilmaurs, Kilwinning, Largs, Loudoun, Mauchline, Monkton and Prestwick, Muirkirk, Riccarton, St. Quivox, Sorn, Stevenston, Stewarton, Symington, Tarbolton, West Kilbride.		**J. W. Marshall**, Esq., Ayr, N.B. *J. Henderson, Esq.*, Prestwick Road, Ayr, N.B.
	Renfrew - - - - - - Parish of Skelmorlie.	1,380	
	Total -	175,138	
12	**South Ayr** - - - - - - *consisting of—*	51,549	
	Alloway, Ayr (Landward), Auchinleck, Ballantrae, Barr, Colmonell, Coylton, Crosshill, Dailly, Dalmellington, Dalrymple, Girvan (Town), „ (Land.), Kirkmichael, Kirkoswald, Maybole, New Cumnock, Ochiltree, Old Cumnock, Stair, Straiton.		**R. Harvey**, Esq., Newfield, Ayr, N.B.
	Wigtown - - - - - -	35,880	
	Kirkcudbright.—Knowe Public School in Bargrennan parish.		
	Total -	87,429	
13	**Lanark** (part of). [*See* Nos. 8, 9, and 10.] *consisting of* the parish of— Govan.	158,233	**W. Jolly**, Esq., Greenhead House, Govan, N.B.
	Dumbarton [*See* Nos. 7 and 8.] - - *except Cumbernauld, Kirkintilloch (Town), „ (Landward).*	31,304	*T. McVie, Esq.*, Glenalbyn, Dalmuir, Glasgow.
	Total -	239,537	
14	**Renfrew.** [*See* No. 11.] - - - *except* parish of *Skelmorlie.*	244,766	J. Boyd, Esq., Mount Blow, Pollokshields, Glasgow.
	Argyll. [*See* No. 8.] - - - *except* the island of *Mull.*	69,501	J. Binnie, Esq. (Sub-Inspector), Kilmalcolm, Paisley, N.B.
	Inverness - - - - - - parish of Small Isles.	436	*D. Johnston, Esq.*, 21, Westendpark Street, Woodlands Road, Glasgow. *A. McDonald, Esq.*, 58, Millbrae Road, Langside, Glasgow.
	Total -	314,703	

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.

NORTHERN DIVISION.

(DR. STEWART, Chief Inspector.)

15	South Forfar - - - -	204,935	
	consisting of—		
	Arbirlot, Inverarity,		
	Auchterhouse, Kettins,		
	Barry, Kinnettles,		
	Broughty Ferry (Town), Kirkden,		
	Carnoustie, Liff, Benvie and Invergowrie,		R. Calder, Esq., 3, Fentry Place, Broughty Ferry, N.B.
	Dundee (Burgh), Lundie,		
	,, (Land.), Mains and Strathmartine,		
	Dunnichen, Monifieth,		C. H. Rankine, Esq., 6, Rugby Terrace, Broughty Ferry, N.B. (*See also* No. 16.)
	Easside and Nevay, Monikie,		
	Forfar (Burgh), Murroes,		T. Simpson, Esq., 19, Airlie Place, Dundee.
	,, (Land.), Newtyle,		
	Fowlis Easter, Panbride,		
	Friockheim, Tealing.		
	Glamis,		
	Perth (part of). [*See* Nos. 6 and 7.] -	2,066	
	consisting of the parishes of—		
	Abernyte - - - 263		
	Inchture - - - 624		
	Lunrigan - - - 1,779		
	Total -	207,001	
16	North Forfar - - - -	72,800	
	consisting of—		
	Aberlemno, Kingoldrum,		
	Airlie, Kinnell,		
	Arbroath (Burgh), Kirriemuir,		
	,, (Land.), Lintrathen,		
	,, united to St. Vigeans, Lochlee,		
	Brechin (Burgh), Logie Pert,		
	,, (Land.), Lunan,		R. J. Muir, Esq., Pearl Place, Montrose, N.B.
	Careston, Marytown,		
	Cortachy and Clova, Menmuir,		C. H. Rankine, Esq., 6, Rugby Terrace, Broughty Ferry, N.B. (*See also* No. 15.)
	Craig, Montrose (Burgh),		
	Dun, ,, (Land.),		
	Edzell, Navar and Lethnot,		
	Farnell, Oathlaw,		
	Fearn, Rescobie,		
	Glenisla, Ruthven,		
	Guthrie, St. Vigeans,		
	Inverkeilor, Stracathro,		
	Tannadice.		
	Shetland - - - -	28,711	
	Total -	101,511	
17	Banff. [*See* No. 20.] - - -	60,714	
	except the parish of *Boharm and Upper Cabrach Public School, but including* Maggieknockater Public School, in Boharm parish.		A. R. Andrew, Esq., Keith, N.B.
	Orkney - - - - -	30,453	To receive assistance from *Mr. Cranger* or *Mr. Topping*. (*See* No. 18.)
	Aberdeen.—parish of Glass - -	964	
	Elgin—Bellie Public School - -		
	Total -	92,131	
18	Aberdeen. [*See* No. 17.] - -	283,072	Dr. Stewart, 19, Airlie Place, Aberdeen.
	except the parish of *Glass*.		W. Wright, Esq., 280, Great Western Road, Aberdeen.
	Kincardine - - - - -	32,432	H. Walsh, Esq. (Sub-Inspector), 11, Powis Place, Aberdeen. (*See also* No. 21.)
	Total -	315,504	J. W. M[illegible], Esq., Sub-Inspector, 457, Great Western Road, Aberdeen.
			J. [illegible], Esq., 30, Carden Place, Aberdeen. (*See also* No. 22.)
			R. [illegible], Esq., 90, Rosemount Place, Aberdeen. (*See also* No. 17.)

No. of District.	County or District.	Population (1891).	Inspectors, Sub-Inspectors, and Inspectors' Assistants, and their Head-Quarters.
	Northern Division—*continued.*		
19	Caithness	37,177	**A. Lobban**, Esq., 2, Ardross Terrace, Inverness.
	Ross (mainland). [*See* Nos. 20 and 21.] *except West Ross.*	36,768	
	Sutherland	21,896	
	Total	95,841	
20	Elgin. [*See* No. 17.] *except Bellie Public School.*	43,175	**J. Macleod**, Esq., Elgin, N.B.
	Ross (part of). [*See* Nos. 19 and 21.] *consisting of*— West Ross, *comprising*—	14,369	
	Applecross 1,786		
	Gairloch 4,181		
	Glenshiel 394		
	Kintail 588		
	Lochalsh 1,868		
	Lochbroom 3,910		
	Lochcarron 1,042		
	Nairn. [*See* No. 21.] *except Balcroy Public School*, in the parish of *Croy and Dalcross.*	8,516	
	Banff, parish of Boharm *except Maggyknockater Public School.* [*See* No. 17.]	1,266 —	
	Total	67,326	
21	Inverness. [*See* No. 14.] (Mainland and Insular). *except* the parish of *Small Isles.*	89,832	**J. L. Robertson**, Esq. (Acting Chief Inspector), Inverness. *See Note below.*
	Ross—Lewis. [*See* Nos. 19 and 20.] *comprising*—	27,590	**H. Welsh**, Esq. (Sub-Inspector), 11, Ferryhill Place, Aberdeen. (*See also* No. 18.)
	Barvas 6,494		*R. R. Strachan, Esq.*, 1, Gladstone Terrace, Union Road, Inverness.
	Lochs 4,076		
	Stornoway 11,799		
	Uig 4,621		
	Nairn.—Balcroy Public School, in the parish of Croy and Dalcross.	—	*Note.*—Certain school districts in the Islands of Skye and in the Long Island have been placed under the special charge of Mr. Robertson, H.M.I., as Acting Chief Inspector.
	Total	117,422	
	Unattached. Available for service in Districts Nos. 1, 6, 8, 12, and 13.		D. Thompson, Esq. (Sub-Inspector), 6, Wendover Crescent, Mount Florida, Glasgow.

H.M. INSPECTORS OF SCHOOLS (25).

Inspectors.	Number of District.	Inspectors.	Number of District.
Andrew, A. R., Esq. -	17	Lobban, A., Esq. - -	19
Barrie, A. O., Esq. - -	4	Macleod, J., Esq. - -	20
Bathgate, W., Esq. - -	9		
Boyd, J., Esq. - -	14	Marshall, J. W., Esq. -	11
		Muir, R. J., Esq. - -	16
Calder, R., Esq. - -	15		
		*Ogilvie, Dr. - -	8
‡Dey, Dr. - - -	10		
Dunn, G., Esq. - -	5	†Robertson, J. L., Esq. -	21
‡Fraser, D. Munro, Esq. -	8	Scougal, A. E., Esq. -	2
		Smith, Dr. - -	10
Harvey, R., Esq. - -	12	*Stewart, Dr. - -	13
		‡Struthers, J., Esq. - -	1
Jolly, W., Esq. - -	13		
		Waddell, W. W., Esq. -	7
*Kerr, Dr. - - -	1	Walker, A., Esq. - -	6
King, W. Y., Esq. - -	3	‡Whyte, W., Esq. - -	18

SUB-INSPECTORS (4).

Binnie, J., Esq. - -	14	Thompson, D., Esq - -	—
Munro, J. W., Esq. - -	18	Welsh, H., Esq. - -	18 and 21

INSPECTORS' ASSISTANTS (21).

Assistants.	Number of District.	Assistants.	Number of District.
Black, S. D., Esq. - -	2	McVie, T., Esq. - -	13
		Miller, J., Esq. - -	9
Calder, W., Esq. - -	8		
Craigie, J., Esq. - -	17 and 18	Pennycook, W., Esq. -	3
Crombie, J., Esq. - -	1		
		Rankine, C. H., Esq. -	15 and 16
Gall, W. S., Esq. - -	1		
Galloway, J., Esq. - -	4	Shanks, W. M., Esq -	10
		Simpson, T., Esq. -	15
Henderson, J., Esq. - -	11	Smith, T., Esq - -	5
		Strachan, R. R., Esq -	21
Johnston, D., Esq. - -	14		
		Topping, R., Esq. - -	17 and 18
McDonald, A., Esq. - -	14	Wilson, J., Esq. - -	7
MacLeod, D., Esq. - -	8	Wilson, J. M., Esq. -	8

* Chief Inspectors. † Acting Chief Inspector. ‡ Inspectors in charge of Districts

Papers relating to Education, presented to Parliament by the Committee of Council on Education in Scotland.

Reports.

Report to Her Majesty the Queen in Council, 1893–94, with Appendix. [C.—7431.–I.] Price 2*s.* 5*d.*

Report for the year 1895, by Henry Craik, Esq., C.B., on the Inspection of Higher Class Schools, and the Examination for Leaving Certificates. [C.—7886.] Price 1*d.*

Reports and Papers relating to the Training Colleges of Scotland for the year 1894. [C.—7766.] Price 5½*d.*

General Reports for the year 1894, by the Chief Inspectors of the Southern, Western, and Northern Divisions of Scotland. [C.—7761.–I.] Price 2½*d.*; [C.—7761.–II.] Price 2½*d.*; [C.—7761.] Price 2½*d.*

Twenty-second Annual Report by the Accountant for Scotland to the Scotch Education Department. [C.—7770.] Price 5½*d.*

Report, by J. Struthers, Esq., one of Her Majesty's Inspectors of Schools in Scotland, on Sloyd and Kindergarten occupations in the Elementary School. [C.—7705.] Price 1½*d.*

Minutes and Papers.

Code, 1895. [C.—7662.] Price 4½*d.*

Code (Evening Continuation Schools), 1895. [C.—7664.] Price 1½*d.*

Circular of the Scotch Education Department, dated 4th March 1895, relative to the Code of 1895. [C.—7663.] Price 1*d.*

Returns.

Return showing (1) the expenditure from the grant for public education in Scotland in the year 1894 upon annual grants to Elementary Schools; and (2) the actual number of Elementary Schools on the annual grant list, &c., and the results of the inspection and examination of Elementary Schools during the year ended 30th September 1894. [C.—7730.] Price 3*d.*

Return showing the numbers and names of schoolmasters and schoolmistresses in receipt of pensions from the Scotch Education Department, the school at which they were last engaged, the date when they commenced teaching, the age at retirement, the date of retirement, and the amount of pension paid to each. [H.C.—312.—1895.] Price 1*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz.:—Messrs. John Menzies and Co., 12, Hanover Street, Edinburgh, and 90, West Nile Street, Glasgow; Messrs. Eyre and Spottiswoode, East Harding Street, Fleet Street, E.C., and 32, Abingdon Street, Westminster, S.W.; or Messrs. Hodges, Figgis, and Co., Limited, 104, Grafton Street, Dublin.

CIRCULAR RELATIVE TO THE CODE OF 1895.

Circular 174.

Scotch Education Department,
4th March, 1895.

SIR,

THE revised Code for 1895 has now been laid before Parliament, and I am directed by Sir George Trevelyan to call your attention to some of the changes introduced, and to explain their object. The new articles will not come into operation until 1st January 1896, so that opportunity will be given for full consideration of the principles involved. Sir George Trevelyan desires also to point out the lines of action which the Department proposes to follow, and to make some suggestions as to the manner in which school boards and other managers may most usefully co-operate in the object which my Lords have in view.

1. PUPIL-TEACHERS.

The Code proposes several modifications of the pupil-teacher system, by which it is hoped that engagement in that capacity may be rendered more attractive, and that the training of the pupil-teachers may be made more efficient and more liberal. In the first instance, it is urgently necessary that the school managers should do all in their power, in selecting pupil-teachers, to secure those who promise to be effective in their future work. In some cases, it is to be feared, candidates are accepted who have no special qualifications, and whom it is nevertheless difficult to reject at the end of their engagement, as they may have lost the best opportunity of starting in another line of life. The annual examination has not been found to act as a sufficient check upon the continuance of such candidates in the career which they have chosen, while the frequency of its recurrence has, perhaps, had a deterrent influence upon the best pupils in a school.

It has, therefore, been thought well to reduce the examinations to one at the end of the second year, and the Queen's scholarship and studentship examination at the end of the engagement. The first of these examinations will, however, be of a more thorough kind than has previously been the case; and candidates who fail in it will have their engagements terminated at an age not too advanced to prevent their entering upon another career. In this way it is thought that the weaker candidates will be eliminated, and that those who eventually proceed to the examination at the end of their engagement will be able to make a better appearance at that examination than has recently been the case. To give them every opportunity for this, the number of hours of service in the school has been diminished, so that the pupil-teachers will be able, without undue pressure, to spend more time on their own studies. It is hoped that the diminution will not be found to interfere with the proper organisation of schools.

As now arranged, all engagements will begin at one date, viz., 1st December, and the uniformity thus introduced will, it is hoped, make it more easy to distribute the pupil-teachers according to the requirements of the schools, and the opportunities which they may afford for special training.

Sir George Trevelyan is sensible that the efficiency of the pupil-teachers as a class depends mainly upon their original selection, and upon the care shown in their training by the teachers under whom they serve. He is most anxious to impress upon the teachers their responsibility in this respect. In some cases, the instruction of the pupil-teachers has been carried on with great success in central classes, and every encouragement will be given to such classes where the school board think they can be introduced with advantage. It is a matter which must be carefully considered in the light of local circumstances, and my Lords are aware that some school boards, even in large towns, have doubts whether the greater efficiency of the instruction altogether compensates for the diminution of personal interest and supervision on the part of the teachers. This is a point on which discretion must be left to the managers. On the other hand, it is difficult, if not impossible, to arrange for such central instruction in the case of rural districts. But Sir George Trevelyan is glad to find that, under the stimulus of the grant for secondary education, higher departments are being formed in many rural schools, and that in not a few cases advantage is taken of such secondary departments to advance the education of the pupil-teachers.

In connexion with this, it is proposed to bring the pupil-teachers into some closer contact with the system of secondary education. The Department has been unwilling to add to the numerous examinations imposed upon pupil-teachers the additional burden of the leaving certificate examination; and as the main object of that examination is to test the efficiency of secondary education throughout the country, it was not thought that those should be admitted to it whose secondary education was carried on solely as a part of their professional career. But if the pupil-teachers receive instruction of a secondary kind, not in classes for themselves only, but in classes attended by the most advanced pupils of a secondary department connected with the school in which they serve, my Lords have decided to admit them as candidates; and it is hoped that as this leaving certificate examination exempts candidates from a further preliminary examination at the Universities, the path may thus be made easier for their entering a University, and obtaining there the more general part of their professional training.

It is also to be observed that candidates who have been educated at a secondary school or department will now be able, by obtaining a certain amount of success in the leaving certificate examination, to qualify themselves to enter upon a shortened engagement. It is thought that this may attract to the profession a class of pupils who may afterwards become a valuable element in its ranks, and who may be free from the tendency to routine methods and limited acquirements which often characterise those who begin their career as pupil-teachers at an earlier age.

It will be observed also that pupil-teachers may, at the end of their engagement, by obtaining leaving certificates of the higher grade, become qualified for a course of training either as Queen's scholars in a training college, or at a Scottish University, as Queen's students.

Sir George Trevelyan would urge upon school managers that much may be done towards rendering the position of pupil-teachers more attractive and increasing their efficiency and intellectual range, by encouraging them to make use of the school library, by establishing a connexion with the National Home Reading Union, and by giving them opportunities of self-improvement through the agency of lectures or by means of literary and debating societies. Successful efforts have already

been made in this direction, and it is to be hoped that they may be extended.

The pupil-teacher system is a valuable adjunct to the regular school staff, and it is an efficacious method of interesting parents—especially in rural districts—in the work of the schools. Properly conducted, it may be of great service; but strenuous efforts must be made to relieve it from the defects which are often charged against it, and to which it is undoubtedly liable, of being a career unattractive to the best pupils in a school, and intellectually cramping in its tendency.

2. Training of Teachers.

Amongst the most important provisions of the revised Code are those which relate to the training of teachers. It has for some time been evident that the supply of teachers was insufficient to meet the requirements. On the other hand, while fully recognising the valuable service rendered by the training colleges, Sir George Trevelyan did not feel that the insufficiency of the supply could be fully met by any possible expansion of the system merely on lines confined to training colleges based on a denominational principle.

It has been urged, with great force, that much might be gained by associating the Universities still more closely with the training of teachers. All the traditions of Scotland are in favour of such an association, and it is impossible to deny that the Universities are in a position to give a general intellectual training under conditions more favourable than are possible in institutions confined entirely to those who are preparing for one profession. This fact has already been recognised in the opportunities which have for several years been open to the training college students of attending University classes.

These opportunities it is now proposed to extend widely, by allowing the whole training to be taken in connexion with the University, the professional part of it, as well as the necessary supervision, being undertaken by a local committee, in accordance with regulations which will hereafter be laid down. The Code contains provision for assistance being given to such students, and continued for such a time as may permit those who are best qualified to proceed to a degree. It is to be hoped that by this means large numbers of Scottish teachers will hereafter be able to obtain the best general training that the country can give, and will possess the best credential of that training in a University degree.

It must not be understood that the Department attaches slight importance to the professional and technical training required for full efficiency as an elementary teacher. Strict guarantees as to this will be required; and even apart from such guarantees, my Lords feel certain that school boards and other managers will not be satisfied with any general training unless accompanied by knowledge of the practical duties of the profession. The Universities will now have an opportunity of taking a share in the work along with the training colleges; and the degree of success which attends their effort in this direction will inevitably be measured by the comparative efficiency of the teachers whom they train, as tested by the practical experience of school managers.

It will be observed that those who are qualified by the Queen's scholarship and studentship examination will now have the option either of proceeding to one of the training colleges, or of becoming students for whom grants will be paid to a local committee. Sir George Trevelyan is of opinion that, in the case of students, the test of having

passed the University preliminary examination should ultimately be required, and he does not think that the best results of University training will be secured until this qualification is required in their case. But for the present, in deference to urgent representations to the effect that such a requirement might discourage the first efforts in this new direction, he has made it only an alternative qualification. He hopes, however, that before long, those who press the claims of the Universities to share in the training of teachers will agree that their function in that respect should be confined to those qualified to make the best use of the opportunities which they afford, now rendered all the more available by the third year of training permitted both to Queen's scholars in training colleges and Queen's students in the Universities.

It may be well to explain more fully one respect in which this arrangement, already adopted in another form in England, has been applied to Scotland in a somewhat varied form. In England, the arrangement has taken the form of a recognition of students in day training colleges, in respect of whom grants are made on a footing different from the assistance granted to the ordinary residential training colleges. But in Scotland the training colleges are, as a rule, day colleges: and although the assistance given to them is based on the same principle as that given to the residential colleges in England, they cannot be brought into any category distinguished from day colleges. My Lords have, therefore, thought it right to recognise what is a more essential principle of distinction, viz., the broad line which separates institutions for the special training of teachers (the grant to which is calculated upon their total expenditure) and institutions, such as the Universities, which are open to all, but of which those preparing for the profession of teachers can only be enabled to reap the benefit by special bursaries or personal payments calculated on the same basis as those made in respect of day training colleges in England. But as a matter of convenience, and as more correctly expressing the actual state of the case, They have decided to distinguish those who receive training in this way, as QUEEN'S STUDENTS, while those who attend the ordinary training colleges will be known as QUEEN'S SCHOLARS.

In the case of these students, as well as in the case of Queen's scholars who attend the Universities under the existing conditions, the examination for the final certificate, which allows them to be recognised as eligible to bring grants to a school will, in the subjects covered by the University course, be conducted jointly by the professors and one or more of the Chief Inspectors. This arrangement will, it is hoped, be accepted as encouraging the University training of teachers. It will diminish, as far as possible, the number of examinations—an object in itself most desirable. My Lords feel that They are justified in regarding the verdict of the University professors, based upon the proficiency of the student in the University subjects, as of great weight and value; but They think it right, in view of the fact that such certificates form the basis of grants under Their administration, to associate with the professors some of Their own Inspectors, so as to secure that the tests to which the students are submitted at the various Universities are uniform in character, and that they sufficiently guarantee the special knowledge essential to the efficiency of a teacher in a State-aided school.

My Lords have determined to recognise still further the importance of the part which the Universities may play in the training of teachers. It has hitherto been the custom, in accordance with the provisions of the Education Acts, to recognise graduation, so far as that covers the subjects required in the certificate examination, and to exempt graduates

accordingly from all the examinations, except the paper in school management. In most of the Universities there is now a regular course of systematic lectures upon the theory and methods of education, accompanied in some cases by opportunities of practical training. In some cases, diplomas are granted upon this basis; and it has been thought right to recognise these, upon the express condition that the Department shall be satisfied as to the stringency of the conditions upon which they are granted, and that one or more of the Chief Inspectors shall be associated with the University authorities in the examination.

Sir George Trevelyan trusts that the important concessions thus made will be accepted as an indication of his desire that (while the Department must retain in its own hands a deciding voice as to the conditions upon which the qualification which entitles to a share in the Parliamentary grant is conceded) the functions which the Universities may perform in this matter may receive full and ample recognition.

3. Class-Subjects.

The remaining points in regard to which the Code has undergone important revision are those bearing upon the Class Subjects (Article 19 C.). These form a most crucial test of the efficiency of a school, and constitute the chief sphere in which the individuality of the teacher can be shown, and in which the instruction beyond the three elementary subjects may be adapted to the needs of the children and to the circumstances of the district. These three elementary subjects are certainly of the most imperative necessity; but even with a view to proficiency therein it is essential that the scholars should have their minds opened by something beyond these, and should thereby learn to apply to purpose what they have learned, and to recognise the use of these instruments in connexion with subjects calling for the exercise of individual intelligence.

But Sir George Trevelyan thinks that the method upon which these subjects have been recognised for grant is open to objection. When the grant depends upon the number of subjects professed, it is natural that variety rather than thoroughness or suitability should be aimed at. The result has been that teachers have been encouraged to embrace in the curriculum too many of such subjects, and thus to take upon themselves an undue burden and to perplex the minds of the children. Under the Code, as revised, it will not be necessary, in order to earn the highest grant, that the children should take more than two class-subjects, and what will be aimed at is thoroughness, and the presence of a consistent plan and aim in the teaching, rather than variety. The grouping of the school may be varied for the purpose of the class-subjects, and the school authorities will be at liberty to arrange courses for themselves, and submit them for approval, provided only that the course of instruction lead naturally to the higher stages to be reached by children who are in the 5th and 6th Standards. The subjects should be related to one another; should be so taught as to illustrate one another; and should afford opportunity for training the different faculties. In English, attention should especially be given to composition, and the lessons on history and in elementary science may be utilised for teaching oral composition and the habit of answering in complete sentences. In the recitation lesson, some pieces should be common to the whole class, but in addition the children should be encouraged to profess pieces for themselves, and the teacher may guide them in their selection. In geography the course may be varied, provided that in the final stage it

makes the children acquainted with the main divisions of the globe in outline, and possessed of a fairly full knowledge of the geography of Europe, of the British Isles, and of the British Colonies. Some elements of commercial geography may be taught, in a practical way, by using the newspaper shipping reports. In history the course should lead up to a knowledge, in outline, of the leading events in British history, especially since 1603, and some acquaintance with existing forms of government. Places of historical interest in the neighbourhood should be utilised, as far as possible, in order to give vividness and reality to the lesson.

In elementary science the aim should be to cultivate habits of exact observation, clear statement, and the power of reasoning, rather than to give detailed information acquired from text-books. Whatever the scheme proposed, it ought to include a few lessons devoted especially to exercising habits of this kind.

It has been suggested that the subject of elementary science may be encouraged by being placed optionally on the same footing as sewing for girls under Article 19 A. This has accordingly been done, but it does not preclude the school authorities from taking it up as one of the ordinary class-subjects included in the general curriculum under Article 19 C.

A new class-subject has been introduced, that of educational manual work. This may be taught either on the Sloyd system, or on any other well-arranged scheme. It ought to be based upon the kindergarten exercises of the infant department, and should lead through clay-modelling and cardboard work in the earlier standards to wood or iron work for the older children. It should not only be a training for hand and eye, but should cultivate the intelligence of the children, and accustom them to observation, exactness, practical judgment, and forethought, and so develop perseverance and self-reliance. Experience amply proves that instead of being an interruption to their ordinary work, such training increases their interest and intelligence, if directed by a teacher who is in sympathy with it. In this, as in any other scheme of class subjects, the selection must be largely guided by the tastes and qualifications of the teacher.

These suggestions are made, however, rather with the view of indicating the object with which the changes have been introduced into the Code than as directions to school authorities. Sir George Trevelyan feels that much of the success must be due to the spontaneous initiative of the local authorities, and he desires only to point out that the Code gives every opportunity for this, and that the highest efficiency can be attained only when the curriculum is chosen with care and judgment, and carried out by a teacher who is free to develop it according to the the bent of his own intellect and the special needs of his scholars.

In conclusion, Sir George Trevelyan hopes that the new features in the present Code—the improved position and better intellectual training offered to the pupil-teachers, the closer connexion between the Universities and the teaching profession which is aimed at, and the removal of what may have fettered or unduly restricted the freedom of school authorities in arranging a satisfactory scheme of instruction beyond the elementary standards—may assist materially in the development of secondary education. This sphere of educational work has lately occupied special attention, and has received important financial assistance. It re-acts upon elementary education, and, if properly organised, ought to open opportunities to every child in Scotland who can benefit by it, of receiving a sound, thorough, and advanced training. It is now left to the several counties to submit their own schemes for the distribution

of the available grant; and it is matter of satisfaction that these schemes, which further experience will render more and more suitable to each district, are working, in general, smoothly and with good results. But the highest success in this sphere can only be attained if the elementary schools form a good foundation for further education, and this they may best do if the work in these schools, beyond the standards, is fitted to draw out the interest and stimulate the intelligence of the children, and to make their school life attractive. The Department has used its best endeavour to organise a satisfactory system of higher inspection, and to provide a test which will open the door to University training of every kind—literary as well as scientific—to pupils who, after passing through the elementary schools, proceed to secondary schools, or, where these are not available, to secondary departments of State-aided schools. The opportunity should now be given to every child in Scotland of obtaining an education based upon a sound knowledge of the elementary subjects, and taking different directions, in the more advanced stages, according to the needs and faculties of the children. In co-operating with the local authorities in the task of organising the whole range of this education, my Lords desire to keep in their due proportion all the branches of the subject and to do all that is in Their power to promote economy of resources, and harmonious action between the various bodies, whether concerned with the literary, or the scientific and technical, side of the work

I have, &c.
H. Craik.

TRAINING OF TEACHERS.

(*Article* 91, *Code of* 1895.)

Circular 179.

Scotch Education Department,
Sir, 14th June, 1895.

1. In order to give effect to the provisions of Article 91 of the new Scotch Code, and of the other Articles relating to the training in connexion with the Universities, of certain persons as teachers, under the name of Queen's Students, my Lords desire to give ample notice of the regulations under which such students will be recognised, and under which grants may be claimed on their behalf by local committees.

2. After the results of the next Queen's Scholarship and Studentship examination (which takes place in December) are announced, my Lords will be prepared to receive applications from local committees under Article 96. No grant will, under any circumstances, be paid in respect of any student in excess of the number fixed by the Department under that Article, upon due application and before the beginning of the training.

3. Such applications from local committees must in each case state:—

(*a.*) The constitution of the proposed local committee, whether connected or not with the University or University College.

(*b.*) The number of students whom it is proposed to enrol, distinguishing male from female students.

(*c.*) The proposed conditions and terms of enrolment. (The provisions of Article 97 (*a*) and (*b*) must be strictly observed.)

(*d.*) The proposed arrangements for the lodging of the students, and for the due supervision of their conduct by the committee.

(*e.*) The proposed arrangements (i) for such general instruction in the subjects of the syllabus (Article 45) as may be given to the students in common with others; and (ii) for the special instruction and training of the students in the professional subjects.

(*f.*) The name of the school or schools proposed to be used as practising schools, and the terms of the agreement between the local committee and the managers of such schools, respecting the hours of attendance, and the necessary superintendence of the students while engaged in practical work.

4. The following rules must be strictly observed:—

(*g.*) The students must devote their whole time to studies and to normal training. No student may be on the staff of a school.

(*h.*) A normal master (or mistress) must be appointed by the local committee and approved by the Department. The duties of such normal teacher will be to give lectures on the history and theory of education (if not otherwise provided), and to superintend the students' work in the practising school. He (or she) must also give a course of model lessons, and preside at the criticism lessons.

(*i.*) A time-table showing the plan of studies and of lectures, and the time to be spent in the practising school, must be submitted to the Department, and a register of each student's attendance at the lectures and at the practical school work must be kept.

All the arrangements as to the matters indicated above must be approved by the Department.

5. In order to obtain a Certificate (Article 43) all students will be required to pass the first year's examination at the end of their first year of training, and the second year's examination at the end of their second year of training.

In the subjects taught to the Queen's Students at the University or University College, in common with other students, the examination may be conducted jointly by Professors of the University, and one or more of the Chief Inspectors. (Article 48.)

I have, &c.
H. Craik.

QUALIFICATIONS OF TEACHERS OF COOKERY.

(Circular to School Boards and School Managers.)

Circular 171.

Scotch Education Department,
14th June, 1895.

Sir,

My Lords have had under consideration the terms on which teachers should be held competent to give instruction in Cookery under Article 22 of the Code, and what conditions should be required for the recognition of Certificates granted by Schools of Cookery.

For the present They will judge each case in which a School of Cookery claims that its Certificate should be recognised according to the grounds which may be adduced in support of the claim. But,

generally, They consider that teachers, before being held competent to give such instruction, should have attended systematic courses of cookery in Cookery Schools recognised by the Department, for not less than 250 hours, spread over a period of not less than four months, which need not, however, be in all cases consecutive.

The instruction should be mainly in artisan and plain cookery, and a reasonable proportion of the time should be devoted to practice in cooking. (It is recommended that, where possible, some practice in teaching cooking shall be given.)

My Lords consider that these requirements are the smallest that can be accepted before a grant is paid for cookery; but They prefer to delay for the present, any more definite or detailed conditions.

In exceptional cases, to be individually considered, a reduced amount of training will be accepted as sufficient, but in the case of *certificated teachers only*.

I have, &c.
H. CRAIK.

ADDITIONAL GRANT UNDER SECTION 67 OF THE ACT OF 1872.

(Circular to certain School Boards.)

Circular 177.

Scotch Education Department,
4th May, 1895.

SIR,

I AM directed to state that the attention of my Lords has been called to several cases in which claims have been put forward by School Boards for payment of an additional grant under section 67 of the Education (Scotland) Act, 1872, where it was open to question whether a School rate of threepence in the pound was required for the purpose of the annual expenses of the School Board.

I am to point out that under section 44 of the Act a School Board is only entitled to require the Parochial Board, now the Parish Council, to levy a School rate for the amount of the deficiency in the School fund, and a serious question arises in regard to any claim for additional grant under section 67 of the Act of 1872, where the rate has not been levied in accordance with the provisions of section 44. The School Board must keep this in view and must not rely upon any additional grant being paid where these conditions are not fulfilled.

I have, &c.
H. CRAIK.

CERTIFICATES OF EXEMPTION.

(Circular to School Boards and School Managers.)

Circular 170.

Scotch Education Department.
10th July, 1895.

SIR,

I AM directed to state that my Lords have reason to believe that a certain amount of misunderstanding exists with regard to the position of children who, being over eleven years of age and having

passed the fifth standard, are employed under the Factory and Workshops Act, 1878.

I am to point out that under the terms of sections 23 and 26 of that Act every child employed in a factory or workshop who has not reached the age of thirteen years is under the legal obligation to attend school half time in accordance with the provisions therein laid down.

I am therefore to request that in future all certificates of exemption issued under section 7 of the Education (Scotland) Act, 1883, may bear upon their face a note to the following effect :—

"This certificate does not exempt a child under thirteen years of age employed in a factory or workshop from half time attendance at school."

I have, &c.

H. Craik.

Suggested form of Certificate for individual Scholars.

School Board District of _____

LABOUR CERTIFICATE UNDER THE FACTORY AND WORKSHOP ACTS, 1878 to 1891.

I certify that _____ residing at _____ was on the _____ day of _____ not less than eleven years of age and has received a certificate from _____ one of H.M. Inspectors of Schools, that he (or she) has passed the fifth standard.

(*Signed*) _____

Principal teacher of the

_____ School, or

_____

Clerk of the School Board of the above district.

N.B.—This Certificate does not exempt a child under thirteen years of age employed in a factory or workshop from half time attendance at school.

ENFORCEMENT OF THE COMPULSORY CLAUSES OF THE EDUCATION ACTS.

(*Circular to certain School Boards.*)

Circular 176.

Scotch Education Department,
10th May, 1895.

Sir,

I am directed by Sir George Trevelyan to draw the special attention of your School Board to the fact that, in order to provide additional facilities for the strict, methodical, and *economical* enforcement locally of the compulsory clauses of the Education Acts, he has ordered the institution of half-yearly Sheriff Courts in Skye at Dunvegan and

Broadford, and in the Long Island at Tarbert-Harris and Lochboisdale. Arrangements are to be made by which the Courts will not be held during the period of the school Autumn vacation, or within six weeks thereafter, and the sheriff clerk has been instructed to give notice annually in February to the respective school boards of the date of the proposed courts, and to have such notice exhibited at the local post offices. The courts will not be held unless notice be given by the School Board to the sheriff clerk or his local depute that there are cases to try. This last condition should be carefully noted.

Sir George Trevelyan desires accordingly to impress on your School Board and the associated managers the great importance of this useful arrangement. Adoption of the facilities now offered should prevent a great deal of the inconvenience and hardship to defaulting parents and guardians, and of the heavy expense and delay to the School Board, resulting hitherto from the trial of cases at the regular seat of the Sheriff Court.

Your Board is again reminded of the simple and inexpensive procedure in such cases provided by the Education (Scotland) Act, 1883 (*see* Sections 3 and 14).

Form 33 (a) (a blank copy of which is sent herewith) will in future show the extent to which the new arrangement of local Courts has been taken advantage of, and the attention of H.M. Inspector for the district has been specially called to that arrangement.

I have, &c.
H. Craik.

SECONDARY EDUCATION.

(*Circular to County and Burgh Committees.*)

Circular 178.

Scotch Education Department,
4th June, 1895.

Sir,

I am to state that my Lords are now prepared to consider the scheme which your Committee may propose for the allocation of the amount accruing to the of for the financial year ending 31st March 1896, under the terms of their Lordships' minute of 1st May 1893, as amended by the minute of 9th July 1894.

It is for the Committee to consider whether they shall submit for approval a proposal to continue for the present to follow the lines of the scheme approved for the last financial year, or shall propose any change therein.

In either case it would be well that the Committee should announce, by advertisement, in one or more newspapers circulating in the district, as nearly as may be in the form shown in Appendix I., that the scheme has been submitted to the Department, and should forward to the Department copies of the newspapers containing the advertisement. This will render it certain that all interested in the scheme have an opportunity of stating any objections which they may have to the proposals. The expenses of the Committee should be provided for in the scheme.

I am also to request you to forward to the Department, on one of the enclosed forms, a certified statement of accounts for the period ended 31st March 1894, and on another balance sheet a similar statement for the 12 months ended 31st March 1895, together with a short report on the work of the Committee, and the progress of Secondary Education in their district.

I have, &c.
H. CRAIK.

APPENDIX I.

FORM OF ADVERTISEMENT.

COMMITTEE ON SECONDARY EDUCATION FOR THE COUNTY (*or as the case may be*) OF _____.

NOTICE is hereby given that the Committee on Secondary Education for the County (*or as the case may be*) of _____ have this day submitted to the Scotch Education Department a scheme for the distribution of the sum allotted to them for the year ending 31st March 1896, under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minutes of the Committee of Council on Education in Scotland dated 1st May 1893 and 9th July 1894; and that the Scotch Education Department are now prepared to receive any objections to such scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded in duplicate.

(Signed)_____,
Clerk to the Committee.

(Address)_____

_____

Dated this day of , 1895.

APPENDIX II.

Form of Annual Statement of Accounts.

COMMITTEE ON SECONDARY EDUCATION for the _____ of _____.

GENERAL ACCOUNT showing the sums actually received and actually expended during the Year ended 31st March 189 .

INCOME.	£ s. d.	Paragraph of Scheme under which Payments are made	EXPENDITURE.	£ s. d.	£ s. d.
1. Balance in hand on 1st April 189			1. EXPENSES OF COMMITTEE:—		
2. Amount received from the Scotch Education Department under Section 2 (1) (b) of the Education and Local Taxation Account (Scotland) Act, 1892.			(a.) Salary of Clerk (b.) Postage, printing, stationery, and advertisements. (c.) Other expenses		
3. Interest on Bank Account			2. *DIRECT SUBSIDIES TO:—		
4. Other sources of income, viz.:—			(a.) Higher Class Schools [*give names of schools*]. £ s. d.		
			(b.) Secondary Departments of State-aided Schools [*give names of schools*]. £ s. d.		
			(c.) State-aided Schools (not having separate Secondary Departments) [*give names of schools*]. £ s. d.		
			* If these payments are conditional upon the provision of free places, state against the name of each school the number of free places provided.		

		3. CAPITATION GRANTS on account of the Attendance of scholars in:—	
		(*a.*) Higher Class Schools - - -	
		(*b.*) Secondary Departments - - -	
		(*c.*) State-aided Schools (not having separate Secondary Departments).	
		4. GRANTS ON ACCOUNT OF INDIVIDUAL SCHOLARS obtaining:—	
		(*a.*) Passes in Specific Subjects - -	
		(*b.*) Merit Certificates - - - -	
		(*c.*) Leaving Certificates (Lower Grade) -	
		(*d.*) Leaving Certificates (Higher Grade) -	
		(*e.*) Leaving Certificates (Honours) - -	
		5. BURSARIES [*giving particulars*] - -	
		Value of Bursaries. / Where Tenable.	
		6. FREE SCHOLARSHIPS at:—	
		(*a.*) Higher Class Schools - - -	
		(*b.*) Secondary Departments - - -	
		7. FREE RAILWAY TICKETS - - - -	
		8. GRANTS TOWARDS BUILDING OR EQUIPMENT OF:—	
		(*a.*) Higher Class Schools - - -	
		(*b.*) Secondary Departments - - -	
		9. Direct payments towards SALARIES OF TEACHERS.	
		10. For HIGHER EDUCATION IN EVENING SCHOOLS.	
		11. Other payments under the Scheme:—	
		12. Balance in hand on 31st March 189 - -	
Total - - - - - - - -		Total - - - - - - - -	

I certify that the above Account is correct, that it has been examined and passed by the County (*or as the case may be*) Committee, and that the balance is correctly stated.

Dated this day of 189 .

_____ Chairman.

SECONDARY EDUCATION COMMITTEES

No.	County, Burgh, or Parish.	Inspector of Schools and Secretary to Committee.	Name of Chairman.	Name and Address of Clerk.
	BURGHS.			
1	Edinburgh	Dr Kerr	Sir James A. Ros-	Jos. Cowan, Esq.
2	Glasgow	Dr. Ogilvie	Sir John N. Cuth-	G. V.
3	Aberdeen	Dr Stewart	Rev. S. D. F. Salmond, D.D.	Hugh
4	Dundee	R. Carlile, Esq.	Rev. P. Good, D.D.	Sir
5	Leith	A. E. Scougal, Esq.	E. Somerville, Esq.	E.
	PARISH.			
6	Govan	Dr Ogilvie	Rev Dr. Brewster	J. A.
	COUNTIES.			
7	Aberdeen	Dr Stewart	W. Tod, Esq.	J.
8	Argyll	J. Boyd, Esq.	Alex. Allan, Esq.	Donald
9	Ayr	Dr. Ogilvie	Thomas Smith, Esq.	C. C.
10	Banff	A. E. Anderson, Esq.	Sir George Mc-	J.
11	Berwick	W. Y. Kerr, Esq.	Jos. S. Mack, Esq.	James
12	Bute	W. Berrington, Esq.	Thos. Russell, Esq.	J.
13	Caithness	A. Leitham, Esq.	John Miller, Esq.	John
14	Clackmannan	W. W. Wardlaw, Esq.	Rev. Alex. Pearson	Norman
15	Dumbarton	W. Jolly, Esq.	J. W. Stewart, Esq.	J.
16	Dumfries	A. G. Bruce, Esq.	A. C. Dunn, Esq. H.M. Chamberlain of Newabbey	Hugh
17	Fife	A. E. Scougal, Esq.	Rev. J. A. Bertram	J. H.
18	Elgin	J. Maxwell, Esq.	Jas. G. Peterkin, Esq.	Magnus
19	Ellon	G. Dallas, Esq.	S. Cruickshank, Esq.	W.
20	Forfar	R. Carlile, Esq.	J. A. Campbell, LL.B., M.P.S.A.	A. W.
21	Haddington	A. E. Scougal, Esq.	T. Hunter, Esq. of Lawhead	J.
22	Inverness	J. L. Robertson, Esq.	J. [illegible], Esq. H.M. Inspector of Schools	Magnus
23	Kincardine	Dr Stewart	J. [illegible], Esq. Nigg House, Aber-	Robert
24	Kinross	W. M. Wyghtman, Esq.	Sir C. E. Adam, Bart.	A.
25	Kirkcudbright	A. G. Bruce, Esq.	W. D. Maxwell, Esq.	A.
26	Linlithgow	Dr Ogilvie	W. [illegible], Esq.	J.
27	Lanarkshire	Dr Kerr	Thos. Burns, Esq.	W.

No.	County, Burgh, or Parish.	Inspector nominated by Department to act on Committee.	Name of Chairman.	Name and Address of Clerk.
28	Nairn - -	J. Macleod, Esq. -	J. Macleod, Esq., H.M. Inspector of Schools.	H. T. Donaldson, Esq., Nairn.
29	Orkney -	A. R. Andrew, Esq.	Andrew Gold, Esq.	Duncan T. Robertson, Esq., and J. Sinclair, Esq., (Joint Clerks), Kirkwall.
30	Peebles -	W. Y. King, Esq.	Sir G. Graham-Montgomery, Bart.	J. Ramsay Smith, Esq., Solicitor, Peebles.
31	Perth - -	A. Walker, Esq. -	Colonel Home Drummond.	Wm. MacLeish, Esq., County Buildings, Perth.
32	Renfrew -	J. Boyd, Esq. -	C. Bine Renshaw, Esq., M.P.	James Caldwell, Esq., County Buildings, Paisley.
33	Ross and Cromarty.	J. L. Robertson, Esq.	J. L. Robertson, Esq., H.M. Inspector of Schools.	Alex. Ross, Esq., Solicitor, Dingwall.
34	Roxburgh -	W. Y. King, Esq.	Jas. Brunton, Esq.	P. Stormonth Darling, Esq., Solicitor, Kelso.
35	Selkirk -	W. Y. King, Esq.	R. Somerville, Esq., M.D.	John Steedman, Esq., Solicitor, Selkirk.
36	Stirling -	Dr. Ogilvie -	Sir James Ramsay-Gibson - Maitland, Bart.	Patrick Welsh, Esq., County Buildings, Stirling.
37	Sutherland -	A. Lobban, Esq. -	Rev. J. Murray -	Archibald Argo, Esq., Golspie.
38	Wigtown -	R. Harvey, Esq. -	Jas. Drew, Esq. -	C. A. McLean, Esq., Wigtown.
39	Zetland -	R. J. Muir, Esq. -	Hay Shennan, Esq.	A. Sutherland, Esq., Lerwick.

List of Schools recognised by the Scotch Education Department as Higher Class Public Schools under Section 62 of the Education (Scotland) Act, 1872.

County.	Name of School.
Aberdeen - - - -	Aberdeen Grammar School (Boys).
	„ „ „ (Girls).
Ayr - - - -	Ayr Academy.
	Irvine Royal Academy.
Dumfries - - - -	Dumfries Academy.
Edinburgh - - - -	Edinburgh Royal High School.
Elgin - - - -	Elgin Academy.
Fife - - - -	Dunfermline High School.
	Kirkcaldy „ „
Forfar - - - -	Arbroath „ „
	Brechin Higher Class Public School.
	Forfar Academy.
	Montrose „
Haddington - - -	Haddington Knox Institute
	North Berwick High School.
Kirkcudbright - - -	Kirkcudbright Academy.
Lanark - - - -	Glasgow High School.
	Hamilton Academy.
Linlithgow - - -	Linlithgow Academy.
Peebles - - - -	Peebles, Rectangton Park High School.
Perth - - - -	Perth Academy.
Renfrew - - - -	Greenock Academy.
	Paisley Grammar School and Academy.
Roxburgh - -	Hawick, Tweat Grove Academy.
Selkirk - - - -	Galashiels Academy.
Stirling - - -	Falkirk High School.
	Stirling „ „

July, 1895.

LEAVING CERTIFICATE AND INSPECTION HIGHER CLASS SCHOOLS.

REPORT *for the year* 1895 *by* HENRY CRAIK, ESQ., C.B., on the Inspection of HIGHER CLASS SCHOOLS AND THE EXAMINATION FOR LEAVING CERTIFICATES.

MY LORDS, August 1895.

I HAVE the honour to submit to your Lordships my fourth special report upon the Inspection of Higher Schools, and upon the Leaving Certificate Examination.

Owing to the passing of the Education and Local Taxation Account (Scotland) Act, 1892, funds are now available for the purposes of this inspection and examination, under section 2 (1) (*a*) of that Act, and it has thus far been possible, in all ordinary cases, to relieve the schools (except those under private management), and the candidates at the Leaving Certificate Examination, from the fees formerly exacted.

INSPECTION.

The higher schools inspected, under your Lordships' authority, are 73 in number, of which 30 are higher class public schools under the management of school boards, 24 are endowed schools, and the remainder are schools under private management—whether that of a governing body or a proprietor.

The method pursued in regard to the reports upon the various schools is the same as that followed in previous years; and, on the whole, the results of the inspection continue to be satisfactory. The inspection of higher schools has undoubtedly put an end to much that was faulty in organisation and defective in method. The attention of school authorities has by its means been directed to cases which called imperatively for reform, and it has shown the difference between sound and specious work. The Inspectors have been encouraged to confer with the local authorities as to methods of instruction, to point out weaknesses, to show how defects might be removed, and to indicate the direction in which the curriculum might be most effectively developed. We have abundant evidence that such conferences have proved useful to managers and teachers, and the Inspectors have by means of them acquired new insight into the methods and aims of the schools.

Without giving any opinion as to the results of the grant for secondary education, as distributed under the schemes drawn up by the burgh and county committees, it is satisfactory to report additional cases in which, by means of this grant, the staff has been materially increased, the curriculum extended, and the educational opportunities made available for a wider circle of pupils.

While the reports show that, on the whole, there is improvement, it is only natural that in particular schools the efficiency varies from year to year. Sometimes this is due to temporary causes. Or it may happen that, after two or three visits to a school, an Inspector becomes aware of weak points that might at first not fully appear, and what is faulty in a school is apt to become more marked if very decided measures have not been taken to remove it. But, on the whole, the cases, of which instances were to be found in the earlier years of inspection,

where a school had become thoroughly inefficient by defects in methods or by unwillingness to deal courageously with a system which required radical reform, have practically disappeared. The annual inspection has applied a stimulating criticism to all the schools, has given rise to a healthy public opinion in regard to them, and has, in combination with the Leaving Certificate Examination, made it almost impossible for a school to maintain its place if it fails to keep in touch with the general advance in efficiency.

While the inspection aims at encouraging good work, it is no part of its object to make that work follow uniform lines. On the contrary, if a school does sound work, it is better that the local authorities, under the influence, as they must necessarily be, of local opinion, should regulate its internal economy and should feel themselves free to vary the curriculum according to local needs. An occasional hint or suggestion has all the more effect if such hints are not too common and are given only when their timeliness is indubitable. Experience is the best guide in regard to this, and its necessity has been kept in view in the selection of Inspectors. Our chief aim is to obtain the services of those who, without being exclusively attached to special methods, have had experience in scholastic affairs, whose qualifications as to knowledge are well established, and who have the tact necessary to pronounce a candid judgment on a school without unduly trenching on the functions and responsibilities of managers and teachers. For this purpose it has been thought best not to employ a small fixed staff, but to make selections from a larger number of men of proved qualifications, and, while providing for a certain continuity of judgment by allowing the same person to visit a school several times, yet to provide for criticism from a fresh eye by altering the Inspector, in the case of each school, from time to time.

On the other hand, no restraint is placed upon the Inspectors in the exercise of a bold and even a condemnatory criticism. Such cases are now comparatively rare, and it is so far satisfactory to know that, as a rule, when a school has been adversely criticised in regard to one part of its curriculum by the Inspector entrusted to report upon that branch, his verdict has been confirmed by a similar criticism upon a different part of the curriculum by a different Inspector. This proves that deficiency is, in most cases, due not to a casual failure in one subject, but rather to a general weakness throughout the school.

There are certain defects to which it may be well once more to call special attention, as they can be remedied only by an improved public opinion. The premises of these higher schools do not in all cases compare favourably with those of the elementary schools, improved as these have been of recent years. Undue economy often leads to an insufficient staff; and it cannot be too clearly understood that a staff which in point of numbers was adequate to requirements in the past cannot be expected to cope with the variety and scope of a curriculum widened to meet the needs of the present day. When, on the other hand, ample and liberal provision has been made, it is discouraging to find such efforts rendered useless by the habit of removing scholars at an unduly early age. More than once I have had to allude to the injury inflicted upon certain schools by irregular attendance, and in some cases by the habit of allowing scholars to begin the summer holiday before the close of the school session. This habit continues to be a cause of great detriment to several schools. The Legislature has made school attendance compulsory for all. In the case of the poorer classes this is enforced by prosecution. It is difficult to maintain that a rich parent, who for reasons of personal or domestic convenience removes

his child from school before the work of the school is completed, to the injury of the boy himself, and to the disturbance of the whole school work, is less guilty of failure to fulfil his obligations to his son and to society, than the parent who, under the pressure frequently of poverty and hardship, is obliged to answer the charge of defaulting before a court of law. The system of day schools has in Scotland found more favour with the well-to-do than it has in England. Whatever opinion may be held on that system as compared with that of boarding schools, which is preferred in England, it is beyond a doubt that the weak point of the day school system is its liability to be subject to private domestic arrangements, and that if it is to have a fair chance, it can only be by each parent feeling that he has a duty to his son and to the school, and that nothing but gross selfishness and carelessness can permit him to set that duty aside for the sake of personal convenience. It is difficult for school managers to check this practice as severely as it ought to be checked, and it is necessary to say that in no instance does it require to be checked so imperatively as in the wealthier quarters of some of the large cities, where there is perhaps least of all an excuse for it.

Another hindrance to efficiency is referred to by some Inspectors with increasing urgency. It is found that scholars who come to the secondary schools from the State-aided schools are not always fitted by previous education to take their places in the same class with those who have had the advantage of being trained with a view to higher education. Their presence in these higher schools ought certainly to be encouraged in every way. The funds now available may afford opportunities for sending such children to the higher schools at an earlier age. But in any case the managers of the higher schools will find it to their advantage to make some provision for giving them special training when they are first drafted into the school. As a rule, such children are of good capacity, and come to the school with earnest purpose of profiting by it, and it is probable that a comparatively short period in a preparatory class will enable them to take their places, with mutual advantage, side by side with the scholars who have been in the secondary school from an earlier age.

Complaints have been made that the county committees have in some cases distributed the secondary education grant too widely, and have not kept sufficiently in view the concentration of higher education in central schools, for the benefit of which it is sometimes maintained that the grant was primarily intended. Experience alone can show whether this tendency has been carried too far, and doubtless the committees will be prepared to modify their schemes in the light of such experience. While concentration contributes both to economy and to efficiency, it must not be forgotten that such higher education as is given in the State-aided schools is all that is open to a large number of the children, and that the inclusion of some such education in the curriculum is a traditional feature of Scottish schools. Nor can it fairly be asserted, in view of the very creditable appearance made by the State-aided schools under the searching test of the Leaving Certificate Examination, that these schools have failed to show that they can successfully overtake a fair amount of secondary education.

Leaving Certificate Examination.

The number of candidates presented for examination was 13,173, and the number of separate papers worked by them was 39,966. Of these 19,338 papers represented 5,000 candidates from 68 higher class schools,

and the remainder (20,628 papers worked by 8,173 candidates) were taken by pupils from 202 higher departments of State-aided schools and by pupil-teachers.

The examination began on the 17th of June and continued till the 25th of June. The papers worked were sent up day by day to the Department and distributed amongst the revisers. The work of revising nearly 40,000 papers, deciding doubtful cases, tabulating the results, and carefully verifying the whole, is a very large one; but I am glad to say that the results were known and ready for communication to the schools on the 17th of July. This will be admitted to be the very smallest time within which such a work could possibly be completed, and I must again bear tribute to the unflagging zeal and industry of the staff employed which enabled me to attain this result.

The work of issuing the certificates (about 17,300 in number) has now been completed.

I may again describe the method followed in the examination, which is as follows:—The general supervision, the settlement of the standard of marking, the revision of the work of the examiners, and the decision in regard to doubtful cases, is carried on for each subject, by one principal examiner, who, acting in conference with myself, is also responsible for drawing up the papers. For this work we have generally had the assistance, in each subject, of a professor in a Scottish University. I subsequently receive a report from each person who has taken part in the revision; and from these reports, and my own observation of the papers, many of which come before me personally, I am able to form a fairly accurate estimate of the general standard of work in the schools. Arrangements are made with the view of maintaining a correspondence between this examination and the standard of the Joint Examining Board of the Scottish Universities, who are empowered to accept the Leaving Certificates as a substitute for an entrance examination.

The greatest care is taken to secure the integrity of the examination by the appointment of a supervising officer for each place of examination, nominated by, and responsible to, the Department. That officer distributes the papers, for the custody of which he is responsible, and he is present throughout the whole of each examination. I regret to say that, in spite of these precautions, I have again to record several instances of indubitable copying. Although, of course, all benefit of the examination was refused to the candidates guilty of copying, this is not an adequate penalty for such an offence, which brings discredit not only on the candidates themselves, but on their school. I must again call the attention of school managers and teachers to the necessity of doing all in their power to mark their sense of such conduct.

Passing to the results of the examination, there has been a reduction in the number of passes obtained, when all the subjects are reckoned. This result is not surprising, when the large increase in the number of candidates is borne in mind; and although it has been our object not only to maintain, but as far as possible to raise, the standard of the examination, the increased proportion of those who failed to satisfy the examiners is not due to any marked or undue raising of the standard this year. It is impossible to resist the conclusion, which is confirmed by the reports received from several of the revisers, that candidates are often sent in who have not reached anything like the required standard, and that some school managers and teachers have scarcely realised what that standard is. The decreased per-centage of passes does not apply to all subjects alike. In English there has been a considerable decrease in

the per-centage of passes, the presentations being 8,704, in place of 6,428 last year. In German, with no very material increase in presentations, there has been an increase in the per-centage of passes. In French, with 33 per cent. of increase in presentations, the per-centage of passes has fallen off by 17. The presentations in Greek increased from 768 to 865 : while the per-centage of passes has fallen from 65 to 54. In Latin, on the other hand, with an increased presentation, the per-centage of passes has risen from 48 to 56.

It is interesting to compare the results in each subject in the higher class schools and in the State-aided schools respectively. As might be expected, the presentations in English and Arithmetic are most numerous in the State-aided schools, and the pupils in these schools make a fair per-centage of passes; in English 42, as compared with 60 in the higher schools, and in Arithmetic 54, as compared with 57. In Latin and Greek the numbers presented from the State-aided schools (563 and 168) are much smaller than those presented from the higher schools (1,227 and 697), and the per-centage of passes is also smaller (40 and 46 per cent., as compared with 63 and 55). In Mathematics the results present a similar scale of comparison; 1,481 candidates from the State-aided schools making 51 per cent. of passes, while 2,144 candidates from the higher schools make 61 per cent. But in French and German the case is different. 2,132 candidates were presented in French from the State-aided schools, against 2,095 from the higher schools, and the per-centage of passes was 53 and 60 per cent. respectively; while in German 788 candidates from the State-aided schools made 75 per cent. of passes, against 69 per cent. made by 1,181 candidates from the higher schools.

In regard to the work generally, it may fairly be said, comparing the reports received from all those who have taken part in the revision, that there are some features of improvement accompanying the very large increase in the number of candidates. The examination evidently commends itself to school authorities and teachers in Scotland, as is proved by the fact that all the higher class schools in Scotland, with a very small number of exceptions, present candidates for the certificate. In these circumstances it is only natural that the candidates should continue to rise to the standard, and that their industry should be stimulated by the desire to gain what is an object of ambition. I am glad to say that the hints which have been given as to defects in previous years have evidently received attention, and that general improvement is visible in what were formerly weak points.

I have again to repeat what has a very important practical bearing, and is confirmed by the almost uniform tenor of the reports which I have received, viz., that success or failure varies according to the schools rather than the individual candidates. The experience of all those taking part in the examination, and repeated year after year, is of great weight, and its uniform tendency is to prove that the efficiency of a school is the determining matter, and that the variety of individual capacity is comparatively small. This remark of course chiefly applies to the ordinary certificates of the higher and lower grades, and in a much less degree to the honours certificates, which imply individual excellence. In regard to the other grades we must keep in view the average state of efficiency, and the average standard which may fairly be attained. But the honours grade implies exceptional merit, and our object has been to confine this grade to those who have shown marked ability and acquirement.

It will readily be conceived that the fixing of all the standards is a matter of much anxious consideration, and that many circumstances must be kept in view. We must not aim at anything beyond the reach of schools of

fair efficiency, otherwise we would inevitably discourage much deserving effort. The first and principal end of the Leaving Certificate Examination is to fix a standard for scholars who have gone through a course of secondary education, fairly suitable for the country generally, and neither to discourage schools by asking too much nor to degrade the certificate by bringing it down to the level of inadequate work. It is necessary to keep in view the fact that the certificate is accepted by many important public authorities, and not least by the Universities of Scotland, and while we must keep in view the schools first of all, we must not disregard the requirements of these public bodies, towards whom we necessarily incur a grave responsibility. I think we may fairly claim that, while guiding our course chiefly by the circumstances of the schools, we have not failed in the responsibility which we owe to these bodies.

In the drawing up of the papers, I have had the assistance of gentlemen who, without question, stand in the very first rank of scholarship whether in England or in Scotland. Each paper was the subject of careful consultation, and we had also the advantage of suggestions from the Oxford and Cambridge Schools Examination Board.

The following are some of the special features of the examination in each subject:—

ENGLISH.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
8,704	3,120	1,068	58	4,246	49

There is no part of the examination which requires, or has engaged, closer attention than this. It is often supposed that the certificate in English should be more easily obtained, and that none of the difficulties can arise which are to be met with in the classical or in foreign languages. The number of candidates presented in this subject is much larger than in any other; and it appears to be a commonly accepted view that any scholar who has remained at school for a short time after passing through the various standards, ought to be fully equal to the standard of the Leaving Certificate. It cannot be too clearly understood that this is not the case. A scholar of some intellectual energy and interest may doubtless acquire, while passing through the standards in an elementary school, and by means of his own reading, a good deal of the knowledge and mental training required for the Leaving Certificate. But this cannot be expected with the average scholar; and it must be distinctly pointed out that the Leaving Certificate, even in the lower grade, not only implies something which properly belongs to secondary education and is marked off very clearly from the highest of the elementary standards, but that it necessarily demands a good deal of personal intelligence in the scholar, enabling him to select the questions most suitable for him, to treat them with a certain amount of judgment

and thought, and to express himself in language which shall be distinct and grammatical, and fairly exempt from the childishness which seems to cling to the pen at an age when a boy or girl would be ashamed to use it in ordinary conversation. These are gifts which are not universal, and are not very easily acquired; but the Leaving Certificate would be of no value if its possession did not show that some progress had been made in these acquirements. That so many reach this standard proves that it is not too high; but that the per-centage of passes is so low proves, at the same time, that there is a very general misunderstanding as to the standard required. It is comparatively easy to decide when a scholar has obtained sufficient grammatical knowledge and power of translation to be fit for presentation in a classical or foreign language: it is not so easy to tell whether he has learned to think, to understand accurately what he reads, and to choose correct methods of expression in explaining it. More depends here than perhaps in any subject on the power of the boy to do himself justice in the examination.

An examination in English may be based on certain prescribed books, or, as is now the case in the Leaving Certificate Examination, it may be entirely general. Much may be said for both systems, but I am not prepared to recommend your Lordships to make any change at present. To prescribe certain books would inevitably have the effect of restricting the curriculum of the schools to these books, and while the candidates might, under that system, be more successfully prepared, it would certainly cause the preparation to have more of the character of cram, and would check the free development of the schools, each on its own lines. It would also, I fear, give less of a stimulus to individual effort and thought—in itself a matter of great value. Your Lordships will, no doubt, keep carefully in view the evidence in favour of both systems which further experience of the examination may give; but I cannot think that there would not be much reason for regret if it should eventually appear necessary to alter, even in regard to this one subject, the present system of the Leaving Certificate Examination, which leaves so much freedom to the schools.

Coming to the results of the present year, I cannot say that in the lower grade there is evidence of any general advance in the standard. The spelling and writing are reported as satisfactory by all those who took part in the revision of papers. The grammar is not more than fair. The questions on literature vary widely, but on the whole there is considerable evidence of independent reading, of individual interest in what has been read, and of a knowledge of the leading names in our literature as wide as could fairly be expected. The most faulty part of the examination was, as before, that which is the most trying test of individual thought, and of the power of grasping the real meaning of literary expression, viz., the paraphrase. This is a matter in which cram must count for very little: the pupils must have learned the slow and arduous process of tracing trains of thought, which are by their nature unfamiliar, in language which is also unfamiliar. The greatest care has been taken to select as examples passages which are fair tests, and the power of mastering these affords the best proof of the general value of the intellectual training which the pupils have received, and not merely the instruction imparted in this particular subject. In history, a fair knowledge of leading facts is shown—marred in many cases by reckless guessing, which ought to be rigidly discouraged; but there is very little evidence that the candidates have learned anything of historical proportion, or have been accustomed to look at historical

facts in their larger results and consequences. The geography is in general faulty, and there is rarely evidence that this subject is taught in any methodical way, or presented to the pupils in such a manner as to make a vivid impression upon them.

In the higher and honours grades, the papers show a satisfactory advance, particularly in knowledge of literature and in treatment of historical questions. The paraphrase still leaves much to be desired, but there is a distinct effort to extract some meaning out of the passage set, even although, in its results, it is not complete or perfect. The essays, if they do not show literary ability, are at least sensible, sound, and clearly expressed in most cases. The standard in spelling and writing is distinctly high, grammar is satisfactory, but etymology does not seem to be a strong point in most of the schools. Here, as in the lower grade papers, history is better than geography.

LATIN.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
1,790	645	332	22	999	56

In Latin, the schools which chiefly excel are again those which have given the best proof of general efficiency. The lower grade paper was made somewhat easier than last year, and therefore a somewhat stricter standard of pass could be maintained. Many of the candidates were presented with insufficient preparation, and in some parts of the paper, particularly the translation from verse and the English to be turned into Latin prose, the general results were rather disappointing. It would appear that Latin verse is not very generally read in Scottish schools, and it would be a valuable intellectual training were the pupils exercised a little more in the translation at sight of passages not previously studied. In this respect, however, marked improvement is visible year by year, and in the opinion of some of the revisers, who have experience of such examinations elsewhere, the general standard compares favourably with that which is to be found in schools of a similar class outside of Scotland. The grammar is satisfactory, especially as regards knowledge of Latin verbs, and although the pupils in this grade have rarely much power of forming Latin sentences idiomatically, they show considerable acquaintance with a few of the more marked features of Latin idiom. In particular, they would seem to have been trained in the use of the subjunctive, although, in other respects, the Latin idiom has not perhaps received sufficient attention.

In the higher and honours grades the results are often good, and in some of the better schools distinctly high. The best schools presented some pupils who gave proof of promising scholarship, and in some cases the form was good, and some power of appreciating classical literature was not wanting. The knowledge of history was, in general, rather restricted.

GREEK.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
865	308	140	15	463	54

In Greek I had to report last year that while the lower grade candidates showed an improvement, the higher and honours papers were not so satisfactory. This year the result is reversed. In the lower grade, candidates have often been presented who did not approach the standard required, and whose answers were often without any value whatever. The one feature, however, in which some advance is marked is the translation from English into Greek—a process which, more than any other part of the paper, gives proof of careful training.

In the higher and honours grades, on the other hand, there has been a very distinct improvement, and some of the papers reach a very remarkable standard of excellence. It is satisfactory to be able to record this, as it forms an important element in the controversy as to the value of the study of Greek, and as to its hold upon the interest of the scholars. In no part of the leaving certificate examination is there better proof of an intellectual training of a very high kind than is found in some of the best of the Greek papers of the honours grade which have been sent in. It is to be regretted that the knowledge of Homer seems to be rather less than might have been expected. This is no doubt due to the view that the study of Attic authors forms a safer foundation for Greek scholarship with young students.

FRENCH.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
4,227	1,889	423	80	2,392	57

The general result of the examination appears to show that the teaching of French in Scotland is making sure and steady, although slow progress. The standard is not yet what it ought to be; but to raise the requirements of the examination with undue suddenness might discourage efforts which, in the course of time, may be successful. In the lower grade the general style and arrangement of the papers have improved. The candidates showed a fair acquaintance with the names

and titles of the works of the leading French authors, and were able to give a rational and connected account of the author whom they had studied in class. The translations from French, however, were not good, and the pupils seemed to be imperfectly trained in the practice of translation at sight. The composition was so defective that it would appear that few of the candidates had gone beyond the formation of very simple sentences, and they could not attempt connected composition without violating simple rules of grammar. Question 9, which called for the translation of some puzzling sentences in English, was found to be a very good test, and the best pupils acquitted themselves well in answering it. The commercial question was practically not attempted.

In the higher grade the translations were fairly satisfactory in point of accuracy, but were very deficient in taste and style. The composition was weak, and only about five per cent. of the papers were really good in this respect. The grammar and etymology were satisfactory and the literature was good and, in many cases, excellent. The commercial part of the paper was an almost total failure.

GERMAN.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
1,969	990	356	55	1,401	71

Here again no marked advance or retrogression has to be recorded, but the revisers note the very wide divergence between different schools. On the whole, the impression is good. In the lower grade the candidates show a sound knowledge of grammatical rules, but very limited practice in applying them to composition. They have obtained a useful smattering of the outlines of literature, and the pernicious habit of random guessing is not so frequent as before.

In regard to the higher grade, the reviser remarks :—

"The only fault I have to find in connexion with the work of this grade is the unsatisfactory way in which the questions regarding the formation of abstract nouns from adjectives, and that of adjectives from nouns, are answered. As only pretty common words had been selected for these formations, and questions of the same kind have been repeatedly set in former years, it is hardly creditable to the teachers that so little attention should still be given to these very important points. On the other hand, I was greatly pleased to notice a distinct improvement in the German composition of most candidates, especially in regard to the all-important point of the collocation of words in the sentence. The piece for translation, it is true, was carefully prepared so as to avoid too great difficulties of construction. Still, it was by no means too easy, and allowed the candidates abundant scope for displaying their facility in writing idiomatic German prose."

In the second (or honours grade) paper, the results were disappointing.

MATHEMATICS.

	Presented.	Passed.	Per-centage.
MATHEMATICS.			
Lower Grade - - - -	2,767	1,634	59
Higher Grade - - - -	760	401	53
Honours - - - -	98	41	42
ARITHMETIC ONLY.			
Lower Grade - - - -	7,061	3,800	54
Higher Grade - - - -	1,250	725	58

	Presented.	Passed with Distinction	Total passes.	Per-centage.*
ADDITIONAL SUBJECTS.				
Geometrical Conics - -	124	18	60	48
Analytical Geometry - -	95	18	51	54
Higher Dynamics - - -	60	2	30	50
Elements of Dynamics - -	310	7	150	48

* No passes are reckoned in this per-centage unless the candidates have also obtained a certificate in mathematics.

The following are the remarks (based upon the reports of the various revisers) of the gentleman who took the chief part in this branch of the examination :—

"Taken as a whole the result of the examination in mathematics is satisfactory, and indicates careful teaching and persevering study. In some cases scholars were presented for examination in subjects which had been only partially studied, but, even where the more advanced parts of a paper were clearly beyond the reach of the candidates, an intelligent knowledge of the elementary parts was generally shown.

"HONOURS GRADE.

"*Geometry.*—The work was generally of high quality, the demonstrations full and clear, the figures much better than those of last year, and the arrangement neat and careful. Modern geometry seemed to have been thoroughly taught and well mastered. There was still, however, a tendency to deduce fundamental theorems from similar theorems of at least equal difficulty, instead of giving independent demonstrations. Some weakness was shown in particular problems.

"*Algebra.*—The general standard of the work is higher than that of last year, but careful statements were not so frequent in this subject as in the geometry, and several papers were marred by alterations and erasures due to hasty and ill-considered work. On the whole, however, the paper was thoroughly understood and well attacked. The questions on the binomial theorem, series, and imaginaries,

were well done. On the other hand the application of the binomial theorem to a practical case was very inaccurately worked, while in the treatment of graphic representation very few attempts were made to answer the plain question in a plain manner, though it was clear that the candidates were not ignorant of this part of the subject.

"*Trigonometry.*—This paper was not done well. The work sent up indicated not only partial and hurried study, but also reliance on mere formulæ. Instances may be found in the imperfect definitions of sine and cosine, the almost universal failure either to verify or work out correctly the given result in the question on heights and distances, and the unsuccessful attempts to bring to mind formulæ for the summation of series or the details of a quadrilateral.

"Additional Subjects.

"*Higher Dynamics.*—While the questions on centres of mass, friction, and the air pump were creditably answered, there was poor work on relative velocity, acceleration in circular motion, and fluid pressure. It would appear that many candidates had not mastered this subject so fully as to justify their attempt at the higher paper, and that they had not had sufficient practice in ordinary examples. The style of the work was generally fair.

"*Analytical Geometry.*—The work was as a whole satisfactory. Most of the candidates showed a sound perception of the elementary principles of the subject, and familiarity with the methods. The figures were in many cases wanting in neatness, and even when neat were often inaccurate. In some papers necessary proofs were omitted as well as the detailed work of examples, only the results being written down. For this, of course, little or no credit could be given.

"*Geometrical Conics.*—The paper was as a whole fairly done, the defects in many cases being due to the difficulty of drawing the required figures. Some candidates, however, had used models of the curves with satisfactory results.

"*Elements of Dynamics.*—A common fault consisted in writing out the answers to the bookwork questions at wholly unnecessary length. The candidates from the better schools gave excellent diagrams, but the diagrams given by many showed that they had no thorough knowledge of the apparatus which they tried to describe. There was also a good deal of inaccuracy in working out the arithmetical results.

"Higher Grade.

"*Geometry.*—Considering the work as a whole the standard reached was fair. Very many candidates, who wrote out propositions in the sixth and eleventh books correctly, showed considerable weakness in the first and second books, more especially in the definitions.

"*Algebra.*—As a whole the work was satisfactory, and that sent in by some schools showed a high order of excellence. The questions on simplification, quadratics, the roots of quadratic surds, the theory of divisors, and the proof of an identity were well done by a large proportion of the candidates, while there were many excellent solutions of the problems. In the more advanced parts of the paper there was a distinct falling off in the nature of the answers except in the case of the better candidates. Many pupils seemed to have been too hastily taught variation and progressions, formulæ and proofs being often reproduced which were evidently not properly understood.

"*Arithmetic.*—The earlier questions were generally well done, and showed some improvement on the results of last year. The principles of compound interest and discount appeared to be understood, but few candidates were able to apply them properly to the questions asked. The question on the explanation and simplification of recurring decimals was not well answered.

"*Trigonometry.*—This paper was, on the whole, very well done. The chief faults were in connexion with the logarithmic work, the theory of which is in many cases very imperfectly understood. A common fault was to give the logarithm of a quantity as equal to the quantity. In some schools, however, this work was excellent both in accuracy and neatness. The geometrical proofs were generally well done.

"Lower Grade.

"*Geometry.*—The general character of the work was satisfactory, showing care and intelligence. The definitions, however, were often faulty, and in some cases

the question was misunderstood and a wrong proposition written out. This error occurred most frequently in Book II. Very few of the candidates seemed to understand what is meant by a locus. On the whole the style and writing show improvement as compared with former years.

"*Algebra.*—The results of the examination were as a rule satisfactory and show improvement on the work of previous years. The questions on simplification, fractions, the extraction of the square root and equations were well done. Most of the candidates tried the question on highest common factor, but many made the mistake of giving the last quotient instead of the last divisor as the answer, while others omitted to remove extraneous factors from the result. A common fault in simplification was to make $8 \times 0 = 8$.

"*Arithmetic.*—This subject is not only taken by candidates for a certificate in mathematics, but also by a considerable number of scholars who do not take mathematics. There are thus a very large number of candidates who have had little previous experience of such examinations. The work is as a whole satisfactory, and shows improvement in all points as compared with past years. A considerable number of candidates, however, though answering the early questions well, broke down altogether in the more advanced part of the paper, and showed that they were quite unfit to attempt an examination of this character. Among the more common mistakes may be mentioned failure to give the highest common factor of numbers whose prime factors had been correctly found, failure to reduce vulgar fractions to their lowest terms before performing arithmetical operations with them, and failure to notice when an answer was altogether absurd. A very common mistake was the unnecessary reduction of decimal fractions to vulgar fractions by which method the work was often greatly increased. The most frequently occurring error, however, was the omission to show the detailed work fully in spite of the clear warning on this point printed at the top of the paper.

"Book-keeping and Commercial Arithmetic.

Candidates were examined from 50 schools with the following result :—

Presented.	Passed.	Per-centage.
516 -	- 307 -	- 59.

"*Book-keeping.*—Generally speaking, the majority of the candidates showed a fair knowledge of the principles of book-keeping by double entry, some of the papers being very good indeed. The definitions were as a rule well answered. The answers to the questions which followed were seldom complete, but were generally correct as far as they went. The cash-books framed by the candidates were somewhat disappointing. Very few showed acquaintance with the use of cash-books with columns for particular classes of entries which are now so much used, and so generally recommended by writers on book-keeping. A number of candidates made journal entries for the transactions without a cash-book. As a rule they showed a good knowledge of journalizing, but, as the use of a cash-book is indispensable in book-keeping, they cannot be held to have done the paper fully. The ledgers were generally better done, though not without mistakes, such as opening two accounts for one person or thing. It was also clear that in many cases the entries were made in the ledger direct from the transactions instead of being posted from the books framed by the candidates.

"*Commercial Arithmetic.*—In the addition exercise, the candidates acquitted themselves fairly. The questions on bills of parcels, fractions, interest and profits, were generally well done. In the question on the average rate of interest derived from two investments a large number of the candidates showed that they did not understand how to take into account the proportion of the two principal sums invested."

I have the honour to be, &c.,
HENRY CRAIK.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

LEAVING CERTIFICATE AND INSPECTION OF HIGHER CLASS SCHOOLS.

The Examination for Leaving Certificates is held annually by the Scotch Education Department about the middle of June.

Candidates must be pupils of the school at which, or in connexion with which, they are examined, and must have been in regular attendance from January to the date of the examination. They may be presented in any grade of any subject. In no case does the result of examination in a paper taken in a previous year affect the examination.

(*For further information see Circular* 175.)

CIRCULARS TO CORRESPONDENTS OF SCHOOLS.

Leaving Certificate, 1895. Circular 167.

Scotch Education Department,
Dover House, Whitehall, London, S.W.,
7th December 1894.

SIR,

I AM directed to inform you that my Lords propose that the next examination for leaving certificates shall begin on Monday, the 17th of June.

I am to enclose a "Note as to Mathematical Papers," in which certain slight alterations have been made, and also a "Note as to the Papers in English," and a Memorandum as to the Papers in Modern Languages.

My Lords desire to remind you that only those candidates will be admitted to the examination for leaving certificates who have been in regular attendance at the school at which, or in connexion with which, they are examined, from January to the date of the examination.

I have, &c.

H. CRAIK.

Note as to Mathematical Papers.

Certificates in mathematics are awarded in three grades, lower, higher, and honours. Candidates may present themselves for examination in any grade, but those who fail to obtain the certificate for which they are examined will not be awarded a lower certificate.

Lower Grade Certificate.

To obtain a lower grade certificate in mathematics, a candidate must pass in each of the three following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Arithmetic‡ (1½ hours), including practice, proportion, per-centage, square root, simple interest, vulgar and decimal fractions.

2. Algebra (1½ hours), including fractions, factors, square root, equations of the first degree, simultaneous equations of the first degree, easy quadratic equations, easy quadratic surds, problems leading to the above equations.

3. Geometry (2 hours). The subject matter of Euclid, Books I., II., and III., with easy deductions. Demonstrations other than Euclid's will be accepted if they assume no propositions which in Euclid's order are subsequent to the proposition under consideration.

Candidates for a lower grade certificate may also take the paper in elements of dynamics, success in which will be recorded on the certificate. *No certificate in dynamics will be awarded to any candidate who does not obtain a certificate in mathematics.*

The papers in geometrical conics, analytical geometry, and higher dynamics cannot be taken by candidates for a lower grade certificate.

Higher Grade Certificate.

To obtain a higher grade certificate a candidate must pass in each of the four following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others. The candidate may also take one or more of the additional subjects, success in which will be recorded on the certificate. (Only one additional subject should, as a rule, be taken at this stage.)

1. Arithmetic (1½ hours). The whole subject.

2. Algebra (1½ hours), as far as progressions, inclusive.

3. Geometry (2 hours). The subject matter of Euclid, Books I., II., III., IV., VI., and XI (Propositions 1–21), with deductions.

4. Trigonometry and logarithms† (1½ hours). Trigonometry as far as the solution of triangles, theory and use of logarithms.

Arithmetic Certificate.

Candidates may be examined in arithmetic‡ alone, either in the lower or higher grade.

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* Candidates for any grade must take all the papers belonging to that grade; *i.e.*, they may not take geometry and algebra of the lower grade and arithmetic of the higher, &c.

† The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

‡ No candidate for a lower or higher grade certificate in mathematics will be excused examination in arithmetic on the ground of having already obtained a certificate in arithmetic.

Candidates who fail to obtain a certificate in mathematics may be awarded a certificate in arithmetic if they show sufficient proficiency in that subject.

Honours Certificate.

To obtain an honours certificate a candidate must pass with credit in each of the four following subjects, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra (1½ hours) as far as permutations and combinations, the binomial theorem, the elementary theory of quadratic functions treated algebraically and graphically, the theory of complex numbers including graphical treatment.

2. Geometry (2 hours) including Euclid with deductions, and the following sections of modern geometry:—Line segments (signs of segments, relations among segments); transversals; properties of the centroid and orthocentre of a triangle and the circumscribed, inscribed, escribed, and nine-point circles; harmonic ranges and pencils; pole and polar; radical axis; similitude; inversion.

3. Trigonometry (1½ hours) as far as De Moivre's theorem, with its application to simple series.

4. At least one of the following additional subjects, geometrical conics, analytical geometry, higher dynamics.

Additional Subjects.

1. Elements of dynamics (1½ hours). Velocity, acceleration, the rectilineal motion of a uniformly accelerated particle, the laws of motion, the composition of forces, equilibrium, the centre of mass (gravity), common machines, work and energy, elementary hydrostatics.

2. Geometrical conics (1½ hours). The properties of the parabola, the elementary properties of central conics, the sections of the cone.

3. Analytical geometry (1½ hours). The straight line, transformation of co-ordinates, the circle.

4. Higher dynamics (1½ hours). The elements of dynamics, as above, treated with the help of trigonometry, Atwood's machine, parabolic motion of a projectile, composition of forces acting on a rigid body, uniform circular motion, impact, kinetic energy, centre of pressure, metacentre.

No candidate may take any of the additional subjects who is not a candidate for a certificate in mathematics, and no certificate of success in any of the additional subjects will be given unless the candidate obtain a certificate in mathematics.

Book-keeping and Commercial Arithmetic.

To obtain a certificate in book-keeping and commercial arithmetic a candidate must pass in each of the following papers:—

1. Book-keeping (2½ hours). Candidates will be required to answer easy questions on the principles and practice of book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance sheets and profit and loss accounts.

Proper books will be provided.

2. Commercial arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures,

and such questions as are likely to arise in ordinary commercial transactions. An exercise in addition, involving speed and accuracy, will be given.

December 1894.

Note as to Papers in English.

Various representations have from time to time been made in connexion with the subject of the examination in English, and these representations have been the subject of careful consideration in the light of the experience of past years. My Lords attach great value to these suggestions made, as they are, by those whose means of judging are large; and without intending to intimate any serious change in the methods of examination, they think it will be useful to indicate the views which they themselves have adopted on certain points upon which these suggestions bear.

My Lords attach very great importance to this part of the examination, holding that mastery of our own language, and the power of lucid and easy composition, are amongst the most valuable elements in higher education.

It has been urged that the mental training involved in English grammar and analysis is of little value to those who have studied the principles of grammar through an inflected language. But many of the candidates in the leaving certificate examination have not had this opportunity. In their case the grammatical part of the English examination is important, and the subject forms too constant a feature in the curriculum of the schools to be ignored.

For all pupils, on the other hand, the exercise in paraphrasing is of great importance, not only as a mental discipline, but as training the pupil to grasp the real meaning of what he reads, and indirectly assisting him to acquire facility in composition.

The subject of the chronological study of English literature and of the degree to which it should be recognised in the examination, is one of great difficulty. It is unquestionable that, as it is not infrequently pursued, this study lends itself to superficial and demoralising cram-work, and my Lords regret to find evidence in the examination that this very largely prevails. They are unwilling either to ignore the subject altogether or to adopt the only remaining course of prescribing a special period or special authors for study. This last course would be opposed to the principle upon which the examination has hitherto been based, and my Lords fear that it might tend to introduce a monotony of curriculum which would be hurtful to the schools. Whether the arguments in its favour do not counterbalance these disadvantages is a matter on which they prefer to delay coming to a decision until they have some further experience. In any case, in prescribing a certain period or certain authors it would be necessary to allow considerable breadth of option to the schools in selecting the work to be taken up.

They think that the following are points upon which the most competent judges would be in agreement, and they wish it to be understood that they will prevail in the conduct of the examination:—

1st. The chief and most essential requirement in the examination will be a fair power of writing lucid and grammatical English, such as may prove the candidate to have had an adequate training in composition.

2nd. He will be expected to show such power of paraphrasing as may prove that he has been trained to read with care and thought, and to exercise his mental faculties in endeavouring to discover the meaning of a difficult passage.

3rd. He must also show a comprehension of grammatical principles, and a general acquaintance with the leading grammatical rules under some system in current use.

4th. In regard to English literature, my Lords think that candidates may be expected to have some acquaintance with the authorship and period of the leading masterpieces of our literature. This need involve no multiplicity of biographical or bibliographical detail, and they think it may be acquired with no undue burden of time or labour. But any answers which show that the study of English literature has been interpreted to mean the committing to memory of lists of authors, and their books,—and the answers of pupils so trained seldom fail by an occasional absurdity to give evidence of such training—will be treated with the utmost rigour, and will not be held to compensate in any way whatever for deficiency in the essential parts of the examination. On the other hand, such answers as show independent reading, careful and methodical instruction, or intelligent criticism, will be accorded full weight in adjudging marks in the case of the higher and honours grades. In the lower grade, my Lords cannot expect any such results, and they propose that this part of the subject shall form a comparatively unimportant element in assigning a certificate in that grade.

5th. With regard to history and geography, my Lords have little to add to the remarks which they have made in previous years. These subjects enter largely into the curriculum of many schools; they are required by many of the bodies by whom the leaving certificate is recognised; and my Lords are unwilling to do anything which would discourage the continuance of such instruction. They endeavour to give a wide option in the questions set, and to afford opportunity to all who have not entirely neglected the subjects to show a knowledge of them in some branch or other. More than this they have not demanded, and do not propose to demand, as a necessary condition of a pass; but more extensive knowledge will receive ample recognition.

December 1894.

Modern Languages.

My Lords desire to recall the terms of the accompanying note as to the papers in modern languages issued in 1890.

They are aware of the great inconvenience that would be caused by any sudden or considerable change in the character of the papers, nor do they think that any such change is called for. But they think it right to state that the experience of recent years has shown that there is a strong tendency in some cases to prepare candidates to answer some of the literary questions by a course of instruction which can bring no educational benefit, and the superficiality of which is easily detected in the examination.

My Lords think it right to give full scope for proving special literary knowledge; but they must also warn school authorities that superficial answers based on such instruction as they have indicated will not be counted as of any value, and will not be held to compensate in any degree for failure in the essential point of competent grammatical knowledge.

Scotch Education Department,
December 1894.

Note as to Papers in Modern Languages.

With respect to the papers in modern foreign languages, my Lords have received representations as to the extended scope given to these papers at the last examination by the introduction of questions on philology and literature.

These subjects undoubtedly formed a new element in the examination; and, looking to this fact, my Lords did not feel themselves justified in making the successful answering of questions of this kind an indispensable condition of the issue of a certificate. As might perhaps have been expected, the results were not generally satisfactory so far as these subjects were concerned. But it must be distinctly understood that in no case was failure to obtain a certificate to be ascribed to a deficiency in this respect.

An objection, which my Lords do not consider to have any real foundation, has been raised to the wide range of questions in these subjects. It must be evident that this range is greatly in favour of a candidate. To prescribe special authors would introduce an element into the examination which my Lords are anxious to avoid. As an alternative to this, it is evidently most fair to the candidates to give a wide range of philological and literary questions, and to require that *only a few questions*, to the subject-matter of which any candidate may have given special attention, should be answered.

With regard to the general question of the introduction of such subjects, my Lords think that serious injury would be done to the study of modern languages were their philological and literary aspect to be entirely ignored. The position which this study is to occupy in school education is one on which opinions are at present widely divided, and the questions arising in regard to this and to the best practical means of attaining successful results have been the subject of careful consideration on the Continent, and might with great advantage occupy the attention of those amongst ourselves whose practical experience and educational authority is of weight. But if, besides giving conversational facility for practical purposes, it is intended to provide, through the medium of these languages, for certain pupils, the mental training which others obtain from classical studies, this end seems most likely to be attained not by limiting their range to translation and grammar, but by adding to these the intellectual interest to be derived from study of the structure of the language, and from an acquaintance with some phase of the literature.

My Lords propose to continue to set a certain number of questions of this character, but those set in the lower certificate examination will be very elementary. Those set for the higher certificate will be rather more advanced; but in neither of these will the successful answering of philological or literary questions be considered for the present as a

necessary condition of the issue of a certificate. In the case of honours a wide choice of questions will be given, but a candidate will be expected to show that he has not neglected that aspect of the subject by which it may best become a means of intellectual training.

Leaving Certificate, 1895. Circular 168.

Scotch Education Department,
7th December 1894.

SIR,

I AM directed to inform you that my Lords are prepared next year, as in previous years, to admit to the examination for leaving certificates candidates from the higher departments of State-aided schools, if upon due inquiry these departments should appear to be of such a character as to warrant the benefits of the examination being extended to the scholars in attendance.

School boards and managers who may apply for the admission of scholars to the examination are requested to give information on the following points :—

(*a*.) The character and organisation of the higher department.

(*b*.) The qualifications of the teacher in charge of it.

(*c*.) Whether the higher department has been recognised by the county or burgh committee as a place for higher instruction.

(*d*.) The approximate number of pupils whom it is proposed to present at the examination and the subjects and stages in which they would be examined. It will not be necessary to give the names of the pupils.

The attention of school boards and managers is also requested to the following points :—

1. The examination will begin on Monday, the 17th June.
2. Only those candidates will be admitted to the examination who have been in regular attendance at the school at which, or in connexion with which, they are examined, from January to the date of the examination.
3. My Lords are unable to hold an examination at or in connexion with a school from which candidates are presented only in arithmetic and English of the lower grade. In such cases they think that the attention of the pupils should be confined in the first instance to the merit certificate (Article 29 of the Code). I am to point out that the standard of the Leaving Certificate Examination is much higher than any stage of a specific subject.

   This rule will not preclude pupils of the school from being presented in arithmetic and English of the lower grade in cases where pupils are to be presented in other subjects, and where my Lords have agreed to hold an examination.
4. As other provision is made for testing the qualifications of pupil-teachers, my Lords are not prepared to admit candidates who have received higher education only as pupil-teachers to the examination.
5. No grant is attached to the leaving certificate.
6. In order that the arrangements for the examination, which are on a large scale, may be duly made, my Lords will be unable to consider any application for admission to the examination which is not received before the 1st April next. Application must be made in respect of those schools from which scholars were

admitted this year, as well as for those in connexion with which no examination has yet been held.

7. In the case of school boards which propose to present candidates from two or more schools within the district of the school board, all the candidates must be examined together at one school, and it should be stated which of the schools will be most convenient for this purpose.

8. Where more than one supervising officer is required, it will be necessary to make a charge for the examination, but otherwise my Lords would hope to be able to conduct it without cost to the school authorities.

I have, &c.
H. CRAIK.

Higher Class Schools.
Inspection, 1895.

Circular 172.

Scotch Education Department,
9th February 1895.

SIR,

WITH a view to the completion of arrangements for the inspection of higher class schools this year, I am to request you to inform my Lords whether inspection is this year desired for the above-named school. Should inspection be desired one of each of the enclosed forms should be filled up and forwarded to the Department in due course.

All schools from which pupils are presented for leaving certificates must be inspected under the direction of my Lords, but it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the managers.

I have, &c.
H. CRAIK.

Higher Class Schools.
Inspection under the Educational Endowments (Scotland) Act, 1882.

Circular 173.

Scotch Education Department,
9th February 1895.

SIR,

WITH a view to the completion of arrangements for the inspection of higher class schools this year, I am directed by my Lords to inquire at what time it will be most convenient that the inspection of the above-named school should take place.

My Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

Where pupils are presented for leaving certificates, it is not necessary that the inspection should take the form of a detailed written examination every year. In regard to this, their Lordships would be glad to learn the views of the governing body.

I have, &c.
H. CRAIK.

Leaving Certificate, 1895. Circular 175.

Scotch Education Department,
1st April 1895.

SIR,

I AM directed to remind you that the examination for leaving certificates will begin on Monday, the 17th June, and I am to give the following further particulars with respect to it.

About a month before the examination, my Lords will issue a form, on which they will ask for exact information as to the numbers to be examined in the various grades of each subject.

Candidates must be pupils of the school at which, or in connexion with which, they are examined, and must have been in regular attendance from January to the date of the examination. They may be presented in any grade of any subject. In no case does the result of examination in a paper taken in a previous year affect the examination.

The following subjects will be included in the examination :—English (including questions on Modern History and Geography), Latin, Greek, French, German, Mathematics (including Arithmetic), and Book-keeping with Commercial Arithmetic.

If the authorities of any school should desire to present pupils in Italian, early intimation should be sent to the Department.

Certificates of three grades,—lower, higher, and honours—will be given in each of these subjects except book-keeping and commercial arithmetic, where one grade of certificate only will be given.

For information as to the arrangement of the papers and the character of the questions in mathematics, I am to call your attention to the note as to mathematical papers. I am also to call your attention to the note as to papers in English and the memorandum as to papers in modern languages. Copies of these notes have already been sent to you.

As on previous occasions, the examination will be general and not in prescribed books. In the English papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in history, literature, and geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in history and geography may be expected from every pupil, and candidates in the lower and higher grades will be required to satisfy the examiners that they possess a competent knowledge of at least one of these subjects. Candidates in the honours grade will be at liberty to answer any of the questions set in the First Paper (Higher Grade Paper) in history and geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

My Lords have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. They are of opinion that candidates should not be presented in a grade higher than that in which they are likely to pass, and they fear that the issue of certificates, in certain cases, in a lower grade than that in which candidates are presented, has to some extent encouraged the practice. They will not at present withdraw this concession; but they desire to give notice that a certificate of a lower grade will, in such cases, be issued only to a very limited extent. Their Lordships will be unable to issue a lower grade certificate in any subject to candidates who take papers in the honours grade and fail to qualify for a certificate in the higher or honours grade. In mathematics a certificate will in no case be

awarded in a lower grade than that in which the candidate is presented.

In Latin, Greek, French, German, and English two papers will be required in the honours grade. In book-keeping and commercial arithmetic, separate papers will be set, but a certificate will be granted to those candidates only who pass in both branches.

The examination will take place simultaneously in each school, beginning on Monday, June 17. The subjects will be taken in the following order :—

Monday, June 17th -	10 a.m.	Arithmetic.
„ „ „ -	12 noon	Geometry.
„ „ „ -	3 p.m.	Algebra.
Tuesday, June 18th -	10 a.m.	English.
„ „ „ -	2 p.m.	English (2nd honours paper).
Wednesday, June 19th	10 a.m.	French.
„ „ „	2 p.m.	French (2nd honours paper).
Thursday, June 20th	10 a.m.	Latin.
„ „ „	2 p.m.	Latin (2nd honours paper).
Friday, June 21st -	10 a.m.	Greek or Book-keeping.
„ „ „ -	2 p.m.	Greek (2nd honours paper) or Commercial Arithmetic.
Monday, June 24th -	10 a.m.	Trigonometry and Logarithms.*
„ „ „ -	12 noon	Analytical Geometry.
„ „ „ -	2 p.m.	Dynamics.
„ „ „ -	4 p.m.	Geometrical Conics.
Tuesday, June 25th -	10 a.m.	German.
„ „ „ -	2 p.m.	German (2nd honours paper).

On each occasion, the papers for the lower grade, the higher grade, and the honours grade certificate, in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each paper in languages and English will be two hours and a half in the lower grade, and three hours in the higher and honours grades. For the time allowed for the various subjects in mathematics, you are referred to the note as to mathematical papers.

The examination will be held at the school from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, scroll paper (on which no notes of any sort should appear), and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical figures. No scroll paper may be brought into the room by the candidates themselves.

The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the head master a few days before the examination.

Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be instantly dismissed and the case reported to the Department.

My Lords regret that in previous years there have been several cases in which serious copying has been detected, and they desire to impress

* The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

upon school authorities the importance of doing all that is possible to prevent such dishonesty. Their Lordships feel bound to deal with the practice severely, and candidates should be warned, before the examination, that a certificate will not be issued, in any subject, to a candidate in whose papers, or in any one of them, indisputable evidence of copying is detected.

My Lords will appoint an officer to represent the Department at the examination. He will distribute the papers and supervise the examination. If, *in any subject*, all the candidates cannot be accommodated in one room, information must be sent to the Department *at least one month* before the examination, so that the necessary number of supervising officers may be appointed. Such supervision cannot be entrusted to anyone who does not represent the Department.

The selection of candidates from any school rests entirely with the authorities of that school, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the higher class schools, it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in such schools, should be presented. It is undesirable, if the examination is to serve as a test of the real merits of a school and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of the managers.

In the case of candidates who desire to qualify by this examination for exemption from examinations of the University of Oxford, or the University of Cambridge, it is essential that notice should previously be given to this Department, and a list of the names of such candidates must be furnished on a form for this purpose, which may be obtained on application to the Department. If, subsequently, candidates should determine not to proceed to either University, notice must be given *before* the 25th July. In the absence of such notice, the papers will be sent to the Schools' Examination Board, and the ordinary fee will fall to be paid to that Board.

In regard to their Lordships' Circular (No. 168) of the 7th December last, sent to State-aided schools, I am to explain that, while my Lords are unable to hold an examination at, or in connexion with, a school from which candidates are presented only in arithmetic and English of the lower grade, this rule will not preclude pupils of the school from being presented in these subjects only, in cases where my Lords have agreed to hold an examination.

I have, &c.

H. CRAIK.

MEMORANDUM.

A large number of university and professional authorities have announced their readiness to accept the leaving certificate in lieu of such preliminary examinations as are held under their directions.

Amongst these we may name:—

The Lords of Council and Session (for the purposes of the Law Agents Act);

The War Office and the Civil Service Commissioners, for the Army Preliminary Examination;

The University of Oxford;

The University of Cambridge;

The Joint Board of the Scottish Universities for the Preliminary Examination;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Institute of Accountants and Actuaries in Glasgow;
The Society of Accountants in Edinburgh; and
Girton College, Cambridge.

My Lords are informed that the leaving certificate of the Scotch Education Department is accepted by the University of Oxford under the following conditions:—

(1.) No certificate shall be accepted unless the candidate has passed in at least four subjects at one examination, three of which subjects shall be Greek, Latin, and Elementary Mathematics.

Subject to the conditions herein-after contained, a candidate shall be deemed to have passed, who—

(*a*) In elementary mathematics, has passed the lower grade standard of the Scotch Department, so as to satisfy the requirements of the Joint Board.

(*b*) In Latin and Greek, has passed the higher grade standard, provided that he satisfies the requirements of the Joint Board separately in Prose, Translation, and Grammar in Latin, and also in Translation and Grammar in Greek.

(*c*) In French and German, has passed the higher grade standard.

(*d*) In English, has passed the higher grade standard.

(2.) A candidate who passes, so as to satisfy the requirements of the Joint Board, in higher mathematics (including analytical geometry, geometrical conics, and dynamics, elementary or advanced), may count this as equivalent to passing in elementary mathematics, and the required fourth subject.

A certificate in honour mathematics will be accepted as equivalent to a certificate in higher grade mathematics.

In case of a boy entering and failing to obtain an honour certificate in mathematics, a certificate of higher grade mathematics of a previous year will be accepted as equivalent to elementary mathematics.

(3.) Any candidate who, having satisfied the above conditions, obtains an honours certificate in Greek or Latin, or a higher grade certificate in French or German, shall be considered to have passed an examination equivalent to Responsions together with an Additional Subject, "provided that the Awarding Examiners of the Board are satisfied that "the work in Greek or in Latin would have entitled the candidate to "distinction in the Examination of the Board, and that the work in "French or in German would have entitled him to pass in that subject."

(4.) The written work of any candidate who applies to have his certificates accepted by the University shall be submitted to the Awarding Examiners of the Board, and no certificate shall be accepted unless the Awarding Examiners certify that such work satisfies them in Greek and in Latin and in elementary mathematics or its equivalent. [In the required Fourth Subject, the decision of the Scotch Education Department will be considered as final, so far as exemption from Responsions (Stated Subjects) is concerned.]

(5.) The certificates, if accepted, shall be endorsed by the Secretary to the Delegacy.

(6.) A fee of 5*s*. shall be paid by each candidate on applying to have his certificates accepted.

Also, that the following recommendations have been approved by the Senate of the University of Cambridge :—

1. That the Highest Grade Schools Examination Syndicate be authorised to examine the papers of candidates to whom certificates have been awarded by the Scotch Education Department, and to report to the Vice-Chancellor upon their sufficiency.

2. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the Highest Grade Schools Examination Syndicate, the higher grade classical papers of the Scotch Education Department be accepted as equivalent to the papers other than the paper on the Greek Gospel or its substitute, in Part I. of the Previous Examination.

3. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the Highest Grade Schools Examination Syndicate, the higher grade mathematical papers of the Scotch Education Department be accepted as equivalent to the papers, other than the paper on Paley's Evidences or its substitute and the English essay, and that the higher grade English paper be accepted as equivalent to the English essay, in Part II. of the Previous Examination.

4. That candidates who hold a higher grade certificate in Latin and Greek, endorsed as above, be required to pass in the paper on the Greek Gospel or its substitute, in order to be excused from Part I. of the Previous Examination, and shall pay a fee of five shillings on admission to examination in such paper.

5. That candidates who hold a higher grade certificate in mathematics, obtained before the year 1896, and endorsed as above, be required to pass in the paper on Paley's Evidences or its substitute, in order to be excused from Part II. of the Previous Examination, and shall pay a fee of five shillings on admission to examination in such paper.

That candidates who hold a higher grade certificate in mathematics and English, gained after the year 1895, endorsed as above, be required to pass in the paper on Paley's Evidences or its substitute, in order to be excused from Part II. of the Previous Examination, and pay a fee of five shillings for examination in such paper.

That candidates who hold a higher grade certificate in mathematics (but not in English), gained after the year 1895, endorsed as above, be required to pass in the paper on Paley's Evidences or its substitute and in the English essay, in order to be excused from Part II. of the Previous Examination, and pay a fee of ten shillings for examination in such papers.

6. That in the case of candidates whose certificates, granted by the Scotch Education Department, are endorsed by the Vice-Chancellor on the recommendation of the highest grade schools examination syndicate, the higher grade papers of the Scotch Education Department in French, or in German, or in trigonometry and dynamics, be accepted as equivalent to the papers in the additional subjects in the Previous Examination.

7. That the certificates of any undergraduates who claim exemption from either part of the Previous Examination, or from the examination in the additional subjects, by virtue of the above regulations, be presented to the registrary in their first term of residence, and that a fee of 1*l.* for the registration of each certificate of exemption from examination in Part I. or in Part II., or in the additional subjects of the Previous Examination, be paid at the same time to the registrary.

No certificate not presented in a student's first term of residence shall be valid without the express permission of the council.

8. (*a.*)—That the papers of candidates desiring to proceed to this university, to whom certificates have been awarded by the Scotch Education Department, be submitted to the Highest Grade Schools Examination Syndicate.

(*b.*)—That a special fee of 5*s.* be charged for each candidate whose papers are thus submitted. This fee must be paid by the 5th August, and the leaving certificates must be received by the Schools Examination Board for endorsement before the 25th August.

The leaving certificates of the Scotch Education Department are accepted by the Joint Board of Examiners of the four Scottish Universities of St. Andrews, Glasgow, Aberdeen, and Edinburgh, in lieu of the preliminary examinations in arts and science and medicine under the following conditions, viz. :—

I.—In lieu of the Arts and Science Preliminary Examination.

The higher and honours grade leaving certificates in Latin, Greek, and Mathematics are accepted as exempting *pro tanto* from the Arts and Science Preliminary Examination on the higher standard, and the lower grade leaving certificates in those subjects as exempting *pro tanto* from the same examination on the lower standard. The higher and honours grade leaving certificates in English and modern languages are alone accepted as exempting from the Arts and Science Preliminary Examination in those subjects. The higher and honours grade certificates in mathematics are alone accepted as exempting from the Science Preliminary Examination in that subject.

II.—In lieu of the Medical Preliminary Examination.

Higher and honours grade leaving certificates in all the subjects of the Medical Preliminary Examination are accepted as exempting *pro tanto* from that examination, but lower grade leaving certificates are not accepted unless all the requisite subjects have been taken and passed at the same time.

LEAVING CERTIFICATE, 1895.

Examination Papers.

ENGLISH.

Lower Grade.

Tuesday, 18th June, 10 A.M. *to* 12.30 P.M.

NINE *questions should be answered, and no more.* FIVE *of these must be in Section* I., TWO *in Section* II., ONE *in Section* III. *The remaining question may be taken from any Section. Questions* 1 *and* 2 *must be attempted.*

Section I.

1. Write out, and punctuate, the passage read for dictation.

2. Paraphrase the following lines, so as to bring out their full meaning:—

> Truths that the *learned* pursue with eager thought
> Are not important always as dear-bought,
> Proving at last, though told in pompous strains,
> A childish waste of philosophic pains;
> But truths on which depends our main concern,
> *That* 'tis our shame and misery not to learn,
> Shine by the side of every path we tread,
> With such a lustre he that runs may read.
> 'Tis true that, if to trifle life away
> Down to the sunset of their latest day,
> Then *perish* on futurity's wide shore
> Like fleeting exhalations, found no more,
> Were all that Heaven required of human kind,
> And all the plan their destiny designed,
> *What* none could reverence all might justly blame,
> And man would breathe but for his Maker's shame;
> But *Reason* heard, and Nature well perused,
> At once the dreaming mind is disabused.

3. (*a*) Give a *general* analysis of lines 5–8 in the above passage, so as to show exactly how the clauses are related to one another.

   (*b*) Parse the words italicised in the above passage.

4. Give (*a*) the plurals of *axis, ox, sheep, thief, belief;* (*b*) the feminines of *earl, hero, executor, abbot;* (*c*) the past participles of *eat, take, sit, burst, bid;* (*d*) the exact difference in meaning between *I wrote* and *I have written, I was writing* and *I have been writing;* (*e*) the various classes of pronouns, with the principal examples of each class.

5. What part of speech is each of the following italicised words?—(*a*) I know I am in the *right*; (*b*) We were wet *through*; (*c*) He asked *where* he was going.

Explain the phrases *methinks*, *if you please*.

Illustrate each of the following by a sentence:—The use of *enough* (*a*) as an adjective, (*b*) as a noun, (*c*) as an adverb; and the use of *but* (*a*) as a preposition, (*b*) as a conjunction.

6. Convey the exact sense of the following passage in simpler language, avoiding, as far as possible, the use of any words of classical origin:—

Whoever was acquainted with him would probably be solicited for small pecuniary contributions, which the frequency of the request made in time considerable; and he was for this reason rapidly avoided by those who were become sufficiently familiar to be acquainted with his necessities; but his vagrant manner of life and constant appearance at establishments of public resort, invariably procured him a recurring succession of patrons, whose generosity had not been exhausted by repeated requests; so that he was infrequently absolutely without resources, but possessed in his direst exigencies this comfort, that he invariably imagined himself sure of immediate relief.

7. Improve the following sentences, and give reasons for the alterations you make:—

(*a*) Miss Robertson officiated at the piano with her customary skill, but the want of string instruments for the incidental music was much missed.

(*b*) I give all rumours on the subject, because it may not be judicious to pass them by unnoticed, though I do so with reserve.

(*c*) He seldom took up the Bible, which he frequently did, without shedding tears.

(*d*) The public authorities ought to find work for those who want work, or relief for those who cannot.

8. Write down a dozen or sixteen lines of any poem you know.

9. Give the authors, and approximate dates, of the following poems, and write an account of any *one* of them:—*The Cottar's Saturday Night*, *John Gilpin*, *Il Penseroso*, *Dora*, *The Traveller*, *Duncan Gray*, *Hiawatha*, *The Lady of the Lake*, *We are Seven*, *The Pied Piper of Hamelin*.

10. State about what time each of the following works was written, and by whom. Also describe *two* characters out of any *one* of these works:—*The Canterbury Tales*, *The Faerie Queene*, *Julius Cæsar*, *As You Like It*, *The Pilgrim's Progress*.

Section II.

(*In the answers under this Section attention must be paid to accuracy and clearness of composition. Mere lists of events and dates will not be regarded as sufficient.*)

11. Write a connected account of the leading events in the reign of any *one* of the following sovereigns:—William I.; Edward III.; Henry V.; Mary, Queen of Scots; James II.; Anne; William IV.

12. Describe, so as to show their importance, any *two* events in the following list:—The landing of Augustine in England—The cession of Lothian to the Scots—The Danish invasions—The Battle of Bouvines—The coming of the Friars—The Black Death and the Statute of Labourers—The Siege of Orleans—The Battle of Flodden—The Fall of Wolsey—Babington's Plot—The Hampton Court Conference—Tonnage and Poundage—The Solemn League and Covenant—The Conventicle and Five Mile Acts—The Battle of the Boyne—The South Sea Bubble—The East India Company—The Gordon Riots—The Abolition of Slavery—The Ballot Act.

13. What do you know of any *two* of the following?—The influence of the Norman Conquest—The origin of the Scottish War of Independence—The progress of the English Reformation from Henry VIII. to Elizabeth—The career of Oliver Cromwell—The effects upon the English Constitution of the Revolution of 1688—The two Jacobite risings in the Eighteenth Century—The origin of the American War of Independence—The Acts by which the Franchise has been extended during the Nineteenth Century.

Section III.

14. What are the chief mountain-systems of Great Britain? Where are the chief plains? Give the names of the rivers that drain them.

15. Contrast the east and the west coasts of Scotland.

16. Describe the course of the Rhine (*or* of the Danube); mention the *six* largest towns on its banks; and state in what the industry of each consists.

17. What are the chief cities on the Mediterranean? State what you know about *five* of them.

18. Write a brief account of the commerce of Cape Colony.

ENGLISH.

Lower Grade.

Tuesday, 18th June. 10.45 A.M.

Passage for Dictation.

He was proceeding in this strain, earnestly to dissuade me from the imprudence of casual charity, when a mendicant, who still had about him the remnants of tattered finery, implored our compassion. I could easily perceive that my friend's heart burnt to relieve him, but he seemed ashamed to reveal his weakness to me. While he thus hesitated between compassion and pride, I pretended to look another way, and he seized this opportunity of giving the poor petitioner a piece of silver, bidding him at the same time, in order that I should hear, go work for his bread, and not tease passengers with such impertinent falsehoods for the future.

ENGLISH.

Higher Grade and First Paper for Honours Grade.

Tuesday, 18th June. 10 A.M. to 1 P.M.

Every Candidate should answer TEN *questions, and no more; and every Candidate must take questions* 1 *and* 2, *and, in addition,* THREE *other questions in Section* I.

Higher Grade Candidates must take, also, TWO *questions in Section* II., *and* TWO *in Section* III. *The remaining question may be taken from any Section.*

Honours Grade Candidates are not required to answer questions from Sections II. and III., but may do so. The full number of marks can be obtained in Section I.

Section I.

1. Write an essay, about two pages long, on *one* of the following subjects:—
   (*a*) Your experiences during the late severe frost.
   (*b*) What trade or profession would you like to enter, and why?

2. Convey the full meaning of the following sonnet in ordinary English prose:—

Milton on His Blindness.

When I consider how my light is spent
Ere *half* my *days* in this dark world and wide,
And that one talent which is death *to hide*
Lodged with me useless, though my soul more bent
To serve therewith my Maker, and present
My true account, lest He, returning, chide;
"Doth God exact day labour, *light* denied?"
I fondly ask: but patience, to prevent
That murmur, soon replies: "God doth not need
Either man's work or His own gifts. *Who* best
Bear His mild yoke, they serve Him best. His state
Is Kingly: thousands at His bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand and wait."

3. Parse the words italicised in the above sonnet. Give a *general* analysis of the lines as far as *I fondly ask*, so as to show exactly how the clauses are related to one another.

4. Give the derivations (*a*) of *ten* words in the above sonnet, and (*b*) of *why, seldom, but.*

5. Convey the exact sense of the following passage in simpler language, avoiding, as far as possible, the use of any words of classical origin:—

   Whoever was acquainted with him would probably be solicited for small pecuniary contributions, which the frequency of the request made in time considerable; and he was for this reason rapidly avoided by those who were become sufficiently familiar

to be acquainted with his necessities; but his vagrant manner of life and constant appearance at establishments of public resort, invariably procured him a recurring succession of patrons, whose generosity had not been exhausted by repeated requests; so that he was infrequently absolutely without resources, but possessed in his direst exigencies this comfort, that he invariably imagined himself sure of immediate relief.

(*Underline any non-Teutonic words in your version.*)

6. Improve the following sentences, and give reasons for the alterations you make:—
   (*a*) Miss Robertson officiated at the piano with her customary skill, but the want of string instruments for the incidental music was much missed.
   (*b*) I give all rumours on the subject, because it may not be judicious to pass them by unnoticed, though I do so with reserve.
   (*c*) He seldom took up the Bible, which he frequently did, without shedding tears.
   (*d*) The public authorities ought to find work for those who want work, or relief for those who cannot.

7. Classify the letters in the English alphabet according to the sounds they represent, and illustrate its main phonetic defects.

8. State at what periods, and in what ways, the English language has been influenced (*a*) by Latin, (*b*) by French.

9. Explain accurately, and illustrate by an example, the meaning of the following terms:—blank verse, euphemism, elegy, ballad, heroic couplet, cavalier poets, mixed metaphor, tautology, idyll.

10. In what works do the following characters appear:—Orlando, Shylock, Will Wimble, Ophelia, Colonel Newcome, Dr. Primrose, Cordelia, Bill Sikes. Describe, briefly, any *two* of these characters.

11. Name any *three* important works written or published—(*a*) between 1350 and 1400, (*b*) between 1550 and 1600, (*c*) between 1660 and 1688, (*d*) between 1750 and 1800. Describe fully any *one* of the twelve works you name.

Section II.

(*In the answers under this Section attention must be paid to accuracy and clearness of composition. Mere lists of events and dates will not be regarded as sufficient.*)

12. Describe the character of any *one* of the following sovereigns, and give a connected account of his or her reign:—William I.; Edward III.; Henry V.; Mary, Queen of Scots; James II.; Anne; William IV.

12. Describe, so as to show their importance, any *four* events in the following list:—The landing of Augustine in England—The cession of Lothian to the Scots—The Danish invasions—The Battle of Bouvines—The coming of the Friars—The Black Death and the Statute of Labourers—The Siege of Orleans—The Battle of Flodden—The fall of Wolsey—Babington's Plot

—The Hampton Court Conference—Tonnage and Poundage—The Solemn League and Covenant—The Conventicle and Five Mile Acts—The Battle of the Boyne—The South Sea Bubble—The East India Company—The Gordon Riots—The Abolition of Slavery—The Ballot Act.

14. Give a detailed account of any *two* of the following:—The influence of the Norman Conquest—The origin of the Scottish War of Independence—The progress of the English Reformation from Henry VIII. to Elizabeth—The career of Oliver Cromwell—The effects upon the English Constitution of the Revolution of 1688—The two Jacobite risings in the Eighteenth Century—The origin of the American War of Independence—The Acts by which the Franchise has been extended during the Nineteenth Century.

15. Define, and state generally what you know about, the following:—Free Trade and Protection, the Budget, the Privy Council, the Court of Chancery, Direct Taxation, Imperial Federation.

Section III.

16. Explain, fully, the lines usually found on globes.

17. What countries border on the Baltic? What are the chief Baltic ports, and in what does their trade consist?

18. What countries in Europe are (*a*) best supplied with railways and telegraphs, and (*b*) what are most poorly supplied? Give the reasons in each case.

19. Write a short account of the build of South America, under the heads of (*a*) plateaux, (*b*) mountain ranges, (*c*) plains. State what you know about the Amazon, and the Cassiquiare.

20. Write a short account of the geography of India; and give the names of the chief peoples, languages, and religions.

21. State what you know about the six chief trading cities of China.

ENGLISH.

Honours.—Second Paper.

Tuesday, 18th June. 2 to 5 p.m.

About six *questions should be answered. At least* four *of these must be taken from Section I.*

Section I.

1. Describe in detail Chaucer's portrait of *one* of the following Canterbury pilgrims:—Madame Eglantine, the Pardoner, the Clerk of Oxford. What tale does each tell?—Write a full account of *one* of these tales.

2. Explain the "double allegory" in *The Faerie Queene*. Give a full account of *one* canto of any of the Books. Write a short note on each of the following characters:—Sir Guyon, Archimago, Belphebe, Mercilla, Sir Caledore.

3. In what plays do the following characters appear? Horatio, Launcelot Gobbo, Macduff, Mark Antony, Gratiano, Menenius Agrippa, Bottom, Beatrice, Cordelia, Ophelia. Make a careful analysis of the characters of any *four* of these.

4. Describe briefly *three* of the best known English elegies, and *three* of the best known English satires, stating to whom or to what each work refers, and when it was written.

5. Give a short account of the leading writers during the English Reformation, and during the Scottish Reformation respectively.

6. Classify, and describe briefly, the literature that appeared in England during Milton's life; and illustrate your answer by reference to an example of each class.

7. Who were the principal eighteenth century essayists? Write a short life of *one*, and compare any *two* of them.

8. Compare the songs of Burns with those of any other poet. Quote, if you can, a verse or two from any of Burns' songs.

9. What is an Idyll? Mention, with their authors, some of the best known English Idylls, and describe any *two* of them.

Section II.

Optional Questions.

10. Translate the following into Modern English:—

Da underget se papa, þe on þam timan þæt apostolice setl gesæt, hú se eadiga Gregorius on halgum mægnum ðeonde wæs, and he ða hine of ðære munuclican drohtnunge genám, and him to gefylstan *gesette*, on diaconháde geendebyrdne. Đa gelámp hit, æt sumum sæle, swa swa gýt for oft deð, þæt Englisce cýpmenn brohton heora ware to Romana byrig, and Gregorius eode be ðære stræt to ðam Engliscum mannum, heora ðing sceawigende. Đa geseah he betwux ðam warum cýpecnihtas *gesette*, þa wæron hwites *lichaman* and fægeres andwlitan menn, and æðellice gefexode. Gregorious ða beheold þæra enapena wlite, and *befrán* of hwilcere þeode dí gebrohte wæron. Đa sæde him man þæt hí of Englalande wæron, and þæt ðære ðeode mennisc swa wlitig wære. Eft ða Gregorius befrán, hwæðer þæs landes folc Cristen wære ðe hæðen? Him man sæde, þæt hí hæðene wæron. Gregorious ða of inneweardre heortan langsume siccetunge teah, and cwæð, Wálawá, þæt swa fægeres hiwes menn sindon ðam sweartan deofle underðeodde. Eft hé axode, hú ðære ðeode nama wære, þe hí of-comon? Him wæs geandwyrd, þæt hí Angle genemnode wæron. Đa cwæð he, Rihtlice hí sind Angle *gehátene*, forðan ðe hí engla wlite habbað, and swilcum gedafenað þæt hi on heofonum engla geferan beon.

11. Parse the words italicised in the above passage.
Decline in Anglo-Saxon :—this old woman, *and* a long night.
Give the infinitive, the third pers. sing. past indicative, and the past participle of the Anglo-Saxon verbs for the following :—to teach, to kill, to come, to choose, to take.

12. Trace the history of *ten* of the following words in their derivation, and in their change of application or meaning :—consider, affection, franchise, examine, prevent, gossip, abandon, brave, animosity, cattle, conceit, nice, pester, officious, painful, insolent, generous, book, volume, wit.

13. What do you know of the writings of Cynewulf, and of Layamon? Give a short account of The Song of Brunanburh.

14. How do dialects arise in a language?
Show how certain circumstances hasten, and how others modify and retard, the growth of dialects. Illustrate your answer by reference to the past development and the present usage of our English speech.

LATIN.

Lower Grade.

Thursday, 20th June. 10 A.M. to 12.30 P.M.

Candidates should in all cases attempt Question 4.

1. Translate into English :—

Fabius tells his men where to go for wood.

(*a*) Paucis citra millibus lignatores ei cum praesidio occurrunt, qui ut lictores praegredi viderunt Fabiumque esse consulem accepere, laeti atque alacres diis populoque Romano grates agunt, quod eum sibi imperatorem misissent: circumfusi deinde cum consulem salutarent, quaerit Fabius quo pergerent, respondentibusque lignatum se ire, "Ain' tandem," inquit, "num castra vallata non habetis?" Ad hoc quum subclamatum esset, duplici quidem vallo et fossa, tamen in ingenti metu esse: "Habetis igitur" inquit "adfatim lignorum, redite et vellite vallum."

How Tullia drove over her father's body.

(*b*) Hinc cruor et caedes: infirmaque vincitur aetas.
Sceptra gener socero rapta Superbus habet.
Ipse sub Exquiliis, ubi erat sua regia, caesus
Concidit in dura sanguinolentus humo.
Filia, carpento (*chariot*) patrios initura penates,
Ibat per medias alta feroxque vias.
Corpus ut adspexit, lacrimis auriga profusis
Restitit. Hunc tali corripit illa sono:
Vadis? an exspectas pretium pietatis amarum?
Duc, inquam, invitas ipsa per ora rotas.

2. (*a*) Give the (1) meaning, (2) gender, (3) ablative singular, and (4) genitive plural, of the following nouns :—*vultus, pecus, mus, genus, cardo, vellus, currus, abies, finis, cadaver.*

(*b*) Parse the following words, and give the 1st person present indicative active, and other principal parts, of the verbs from which they come:—*fixisti, caperes, fias, soluturus, foderem, scindantur, solitus sum, pacti sunt, querēris, cecidero, moriere, morerere.*

(*c*) Distinguish between *uter, uterque, utrimque—quocumque, quacumque, quicumque—viginti, viciens—nonus, novies, nonagensimus, nongentensimus, nonagiens—alter, alius, alias, alibi — īdem, ĭdem—mālus, mălus — ædes* (singular), *aedes* (plural)—*gratia, gratiae.*

(*d*) Put the proper quantities over each of the syllables in the following words:—*cavere, veni, venio, cogo, currus, placeo, placo, tenebrae.*

3. Translate into Latin:—

(*a*) I will please you if I can.

(*b*) He asked me where I was going.

(*c*) He promised his son to take him with him into the country.

(*d*) After hearing him speak I felt sure that he would be despised by the people.

(*e*) He stayed six months with me at Athens.

4. Translate into Latin prose:—

This morning early, about three o'clock, some of our maids, who had been working late over-night, rushed in to tell us that the city was on fire. So I arose, and went to the window: but thinking the fire to be far off, went to bed again, and slept for three or four hours. About seven o'clock I got up and looked out. By-and-by Jane came to say she had heard that over 300 houses had been burnt. So I went down to the water-side, and got a boat. Everybody was removing their goods, or flinging them into the river. Poor people stayed in their houses till the fire touched them: even the poor pigeons were loath to leave their houses, and hovered about till, with wings burnt, they fell down dead.

5. Give the names of six important battles in Roman history, stating, in each case, the date, the locality, the opposing forces, the generals on both sides, and the general result.

LATIN.

Higher Grade and First Paper for Honours Grade.

Thursday, 20th June. 10 A.M. to 1 P.M.

Candidates will not receive a certificate unless they reach the necessary standard both in Latin Prose Composition and in Translation.

1. Translate into English:—

(*a*) Tum sic exspirans Accam, ex aequalibus unam,
Alloquitur, fida ante alias quae sola Camillae,
Quicum partiri curas; atque haec ita fatur:
"Hactenus, Acca soror, potui: nunc vulnus acerbum
Conficit, et tenebris nigrescunt omnia circum.
Effuge et haec Turno mandata novissima perfer:
Succedat pugnae Troianosque arceat urbe.
Iamque vale." Simul his dictis linquebat habenas,
Ad terram non sponte fluens. Tum frigida toto
Paulatim exsolvit se corpore, lentaque colla
Et captum leto posuit caput, arma relinquens,
Vitaque cum gemitu fugit indignata sub umbras.

(*b*) Pro dii immortales! quem ego hominem accuso? quem legibus ac iudiciali iure persequor? de quo vos sententiam per tabellam feretis? Dicunt legati Melitenses publice, spoliatum templum esse Iunonis; nihil istum in religiosissimo fano reliquisse, quem in locum classes hostium saepe accesserint, ubi piratae fere quotannis hiemare soleant; quod neque praedo violaverit ante, neque umquam hostis attigerit, id ab uno isto sic spoliatum esse ut nihil omnino sit relictum. Hic nunc aut iste reus, aut ego accusator, aut hoc iudicium appellabitur? criminibus enim coarguitur aut suspicionibus in iudicium vocatur? Dii ablati, fana vexata, nudatae urbes reperiuntur: earum autem rerum nullam sibi iste neque infitiandi rationem neque defendendi facultatem reliquit.

2. Translate into Latin:—

He was a man of such wisdom and goodness that he was universally beloved. He usually invited his poor neighbours to dine with him, and made them sit at the same table with himself; and if any of them were sick, he would send meat warm to them from his own table. But for common beggars (*mendicus*), if any came to him when he was in the country, he would ask such as were capable of working, why they went about so idly? If they answered it was because they could find no work, he often sent them to some field to gather stones; and after they had worked some hours, he paid them liberally for their pains. This being done, he caused them to be carried to places where the highways needed mending.

3. Translate into Latin:—

(*a*) We ought to have prevented the Gauls from leaving their camp.

(*b*) He told us to use our swords without flinching, but not to advance till the signal was given.

(*c*) We bitterly repented of disobeying this order; it is certain that, had we obeyed it, we should not have been defeated.

(*d*) Construct sentences exhibiting the following words used with their proper constructions: — *oportet*, *suadeo*, *dignus*, *gratulor*, *careo*, *coram*.

4. What were the Agrarian Laws; what were the evils which led to them; and how was it proposed at various periods to remedy those evils?

LATIN.

Honours. Second Paper.

Thursday, 20th June. 2 P.M. to 5 P.M.

1. Translate into Latin prose:—

During the progress of this uneventful campaign, Marlborough had no opportunity of showing what he could do as a leader in battle; but his administrative ability and his mastery of detail made a deep impression on all who came in contact with him. The Prince of Vaudemont thus sketched his character: "Kirk has fire, Lawes thought, Mackay skill, and Colchester bravery; but there is something inexpressible in the Earl of Marlborough. All their virtues seem united in his person." "I have lost," he added emphatically, "my wonted skill in physiognomy, if any subject of Your Majesty can ever attain such a height of military glory as that to which this combination of sublime perfection must raise him."

2. Translate into English:—

(*a*) Quo minus in nostris ponaris, amice, libellis,
Nominis efficitur conditione tui.
Ast ego non alium prius hoc dignarer honore;
Est aliquis nostrum si modo carmen honor.
Lex pedis officio fortunaque nominis obstat;
Quaque meos adeas, est via nulla, modos.
Nam pudet in geminos ita nomen scindere versus,
Desinat ut prior hoc, incipiatque minor:
Et pudeat, si te, qua syllaba parte moratur,
Arctius appellem, Tuticanumque vocem.
Nec potes in versum Tuticani more venire,
Fiat ut e longa syllaba prima brevis.

(*b*) Discedo Alcaeus puncto illius: ille meo quis?
Quis, nisi Callimachus? Si plus adposcere visus,
Fit Mimnermus, et optivo cognomine crescit.
Multa fero ut placem genus irritabile vatum,
Quum scribo et supplex populi suffragia capto:
Idem, finitis studiis et mente recepta,
Obturem patulas impune legentibus aures.

Ridentur, mala qui componunt carmina; verum
Gaudent scribentes, et se venerantur, et ultro,
Si taceas, laudant, quidquid scripsere, beati.
At qui legitimum cupiet fecisse poema,
Cum tabulis animum censoris sumet honesti.

(*c*) Moverunt senatum et legationes socium nominis Latini, quae et censores et priores consules fatigaverunt, tandem in senatum introductae. Summa querelarum erat, *Cives suos Romae censos plerosque Romam commigrasse. Quod si permittatur, perpaucis lustris futurum, ut deserta oppida, deserti agri, nullum militem dare possent.* Genera autem fraudis duo mutandae viritim civitatis inducta erant. Lex sociis ac nominis Latini, qui stirpem ex sese domi relinquerent, dabat, ut cives Romani fierent. Ea lege male utendo, alii sociis, alii populo Romano iniuriam faciebant. Nam et, ne stirpem domi relinquerent, liberos suos quibusquibus Romanis in eam conditionem, ut manumitterentur, mancipio dabant, libertinique cives essent: et quibus stirpes deesset, quam relinquerent, ut cives Romani fiebant. Postea, his quoque imaginibus iuris spretis, promiscue sine lege, sine stirpe, in civitatem Romanam per migrationem et censum transibant. *Haec ne postea fierent*, petebant legati, *et ut redire in civitates iuberent socios: deinde ut lege caverent, ne quis quem civitatis mutandae causa suum faceret, neve alienaret: et, si quis ita civis Romanus factus esset, civis ne esset.* Haec impetrata ab senatu.

3. Translate the following, explaining and illustrating, by examples, all peculiarities of meaning, expression, or construction :—

(*a*) At tu dictis, Albane, maneres.

(*b*) Vir Troiane, quibus caelo te laudibus aequem?
Iustitiaene prius mirer, belline laborum?

(*c*) Nec veni, nisi fata locum sedemque dedissent.

(*d*) Litteras quas me sibi misisse diceret recitavit homo.

(*e*) Phaselus ille, quem videtis, hospites,
Ait fuisse navium celerrimus.

(*f*) Nemo id auctoritatis aderat.

(*g*) Cur valle permutem Sabina
Divitias operosiores?

(*h*) Non modo ad expeditiones sed vix ad quietas stationes sufficiebant.

(*i*) Uxorem quare locupletem ducere nolo
Quaeritis? uxori nubere nolo meae.

(*k*) Nec duplici squama lorica fidelis et auro.

4. Give the laws for constructing the following verses, and exhibit a specimen of each, divided into the proper feet :—

(*a*) Dactylic Hexameter;

(*b*) „ Pentameter;

(*c*) The Alcaic Stanza.

5. Answer *one* (not both) of the following questions:—

(*a*) Write a short Latin essay contrasting the character of the Greeks and Romans.

(*b*) Translate into Latin Elegiac verse:—

Strange the world about me lies,
Never yet familiar grown—
Still disturbs me with surprise,
Haunts me like a face unknown.

In this house with starry dome,
Floored with gemlike plains and seas,
Shall I never feel at home,
Never wholly be at ease?

So, between the starry dome,
And the floor of plains and seas,
I have never felt at home,
Never wholly been at ease.

6. Answer *one* (not both) of the following:—

(*a*) Explain and discuss the following:—"The Constitution "of the Roman Commonwealth exhibited all the "various political functions and organisations more "fully than any other state of ancient and modern "times."

(*b*) How far can you trace in Latin poetry the sentiment of the love of the beauties of Nature.

GREEK.

Lower Grade.

Friday, 21st June. 10 A.M. to 12.30 P.M.

1. Translate:—

Τότε μὲν οὖν ὁ Κροῖσος οὕτω τοῦ Σόλωνος κατεφρόνησεν· ἐπεὶ δὲ ὑπὸ Κύρου ἐκρατήθη μάχῃ καὶ τὴν πόλιν ἀπώλεσε καὶ ζῶν ἁλοὺς αὐτὸς ἔμελλεν ἐν πυρᾷ[1] κατακίμπρασθαι θεωμένων Περσῶν ἁπάντων καὶ Κύρου παρόντος, μεγαλῇ τῇ φωνῇ φθεγξάμενος ἀνεβόησε τρίς, Ὦ Σόλων. θαυμάσας οὖν ὁ Κῦρος ἔπεμψε τοὺς ἐρησομένους, ὅστις ἀνθρώπων ἢ θεῶν οὗτός ἐστιν ὁ Σόλων. καὶ ὁ Κροῖσος οὐδὲν ἀποκρυψάμενος εἶπεν ὅτι "τῶν παρ' Ἕλλησι σοφῶν εἷς οὗτος ἦν ὁ ἀνήρ, ὃν ἐγὼ μετεπεμψάμην ὡς ἀκοῦσαί τι βουλόμενος οὐδὲ μαθεῖν ὧν ἐνδεὴς[2] αὐτὸς ἦν, ἀλλ' ὡς δή μοι θεατὴς γένοιτο καὶ μάρτυς τῆς εὐδαιμονίας ἐκείνης ἣν ἀποβαλεῖν[3] ἄρα μεῖζον ἦν κακὸν ἢ λαβεῖν ἀγαθόν. καὶ οὗτος ἐκ τῶν τότε τὰς νῦν συμφορὰς τεκμαιρόμενος[4] ἐκέλευε τὸ τέλος τοῦ βίου σκοπεῖν καὶ μὴ μάτην ὑβρίζειν." ταῦτα δὲ ὁ Κῦρος ἀκούσας οὐ μόνον ἀφῆκε τὸν Κροῖσον, ἀλλὰ καὶ τιμῶν ἐφ' ὅσον ἔζη διετέλει.

[1] πυρά, "funeral pyre."
[2] ἐνδεής, "deficient."
[3] ἀποβαλεῖν, "to lose."
[4] τεκμαιρόμενος, "conjecturing," "inferring."

Parse fully ἀπώλεσε, ἐρησομένους, ἀφῆκε, διετέλει.

II. Translate into Greek :—

(1.) They said that they should never again see their country or their kindred (*συγγενής*).

(2.) Do not do to others what you yourself do not wish to suffer.

(3.) The king bids (*κελεύω*) you give up (*παραδίδωμι*) your arms as vanquished.

(4.) Fear the gods, honour your parents (*γονεύς*), respect (*αἰσχύνομαι*) your friends, obey the laws.

(5.) We fear that if they go away we shall be put to death.

(6.) Tell me whether you think it more noble to fight or to fly.

III. (*a.*) Give the genit. sing. and dat. plur. of *υἱός, γραῦς, ὄναρ, ἀκριβής, ἐλάττων*, and the nom. sing. fem. of *μέλας, πονηρός, ἁπλοῦς, ἑκών, ὀξύς*.

Parse *κέρασι, κάρᾳ, γάλακτος, θριξί, ὄρνιθα, δόξῃ, βορρᾶ, ἠχοῦς, μείζους, ἡδέα, ἱππέων, θᾶττον, ῥᾷστα, ἥντινα, ἕ*.

(*b.*) Give the degrees of comparison of *ἐγγύς, πέρα, σαφῶς, εὖ, ταχέως*.

Form :—

(*a.*) The 3rd sing. 2nd. aor. opt. act. of *γιγνώσκω, τρέχω*.

(*b.*) The 2nd aor. inf. act. of *ἀποδιδράσκω, ἐσθίω*.

(*c.*) The 2nd sing. pluperf. indic. of *κάθημαι, οἶδα*.

(*d.*) The 2nd sing. 2nd aor. imperat. act. of *ἐκβαίνω, δίδωμι*.

(*e.*) The 3rd plur. imperf. ind. act. of *εἶμι, ἐᾶν*.

Parse the following words, giving in each case the chief tenses of the verb :—*τέθναθι, φασί, γεγῶσα, ἤρξω, κέκλαυμαι, πιεῖν, ἔρρωσο, ἀπέδωκαν, ἐπιλαμβάνου, ἀπεκρίνω*.

Give the futures, aorists, and perfects in use of the verbs *φθάνω, πετάννυμι, ὀφλισκάνω, ἕλκω, δάκνω*.

(*c.*) Express in Greek—"Owing to this," "by day and by night," "to go homewards," "after the battle," "through all his life."

What is the meaning of the preposition in the following compounds :—*μεταλαμβάνω, ἀποδίδωμι, κατάγω, παραβαίνω, μετανοῶ* ?

GREEK.

Higher Grade and First Paper for Honours Grade.

Friday, 21st June. 10 A.M. to 1 P.M.

(Candidates will not receive a Certificate unless they reach the necessary Standard both in Grammar and Translation.)

I. Translate :—

Xenophon defends himself against the charge of self-seeking.

Μετὰ τοῦτον ἄλλος ἀνέστη ὁμοίως καὶ ἄλλος. ἐκ δὲ τούτου Ξενοφῶν ἔλεξεν ὧδε· Ἀλλὰ πάντα μὲν ἄρα ἄνθρωπον ὄντα προσδοκᾶν δεῖ, ὁπότε γε καὶ ἐγὼ ὑφ' ὑμῶν αἰτίας ἔχω, ἐν ᾧ πλείστην προθυμίαν ἐμαυτῷ γε δοκῶ

συνειδέναι περὶ ὑμᾶς παρεσχημένος. ἀπεστράπην μέν γε ἤδη οὕνεκα ὠρμημένος, οὐ μὰ τὸν Δία οὕτω συνθανούμενος ὑμᾶς εὖ κράττειν, ἀλλὰ μᾶλλον ἀκούων ἐν ἀπόροις εἶναι, ὡς ὠφελήσων εἴ τι δυναίμην. ἐπεὶ δὲ ἦλθον, Σεύθου τουτουὶ πολλοὺς ἀγγέλους πρὸς ἐμὲ πέμποντος καὶ πολλὰ ὑπισχνουμένου, εἰ πείσαιμι ὑμᾶς πρὸς αὐτὸν ἐλθεῖν, ταῦτα μὲν οὐκ ἐπεμνησθην πω· ὡς αὐτοὶ ὑμεῖς ἐπίστασθε· ἦγον δὲ ὅθεν ῥᾴστην τάχιστ' ἂν ὑμᾶς εἰς τὴν Ἀσίαν διαβῆναι. ταῦτα γὰρ καὶ βέλτιστα ἐνόμιζον ὑμῖν εἶναι καὶ ὑμᾶς ἥδειν βουλομένους. τί οὖν ἐγὼ ἐνταῦθα ἠδίκησα ἀγαγὼν ὑμᾶς ἔνθα πᾶσιν ὑμῖν ἐδόκει; ἐπεί γε μὴν ψεύδεσθαι ἤρξατο Σεύθης περὶ τοῦ μισθοῦ, εἰ μὲν ἐπαινῶ αὐτόν, δικαίως ἄν με καὶ αἰτιῷσθε καὶ μισοῦτε· εἰ δὲ πρόσθεν αὐτῷ πάντων μάλιστα φίλος ὢν νῦν πάντων διαφορώτατός εἰμι, πῶς ἂν ἔτι δικαίως, ὑμᾶς αἱρούμενος ἀντὶ Σεύθου, ὑφ' ὑμῶν αἰτίαν ἔχοιμι περὶ ὧν πρὸς τοῦτον διαφέρομαι;

II. Translate *one* of the following passages:—

(*a.*) Τὸν δ' ἄρ' ὑπόδρα ἰδὼν προσέφη κορυθαίολος Ἕκτωρ·
Γλαῦκε, τίη δὲ σὺ τοῖος ἐὼν ὑπέροπλον ἔειπες;
ὦ πόποι, ἦ τ' ἐφάμην σε περὶ φρένας ἔμμεναι ἄλλων,
τῶν ὅσσοι Λυκίην εριβώλακα ναιετάουσιν·
νῦν δέ σευ ὠνοσάμην πάγχυ φρένας, οἷον ἔειπες,
ὅς τέ με φῂς Αἴαντα πελώριον οὐχ ὑπομεῖναι.
οὔ τοι ἐγὼν ἔρρηγα μάχην οὐδὲ κτύπον ἵππων·
ἀλλ' αἰεί τε Διὸς κρείσσων νόος αἰγιόχοιο,
ὅς τε καὶ ἄλκιμον ἄνδρα φοβεῖ, καὶ ἀφείλετο νίκην
ῥηϊδίως, ὅτε δ' αὐτὸς ἐπωτρύνει μαχέσασθαι.
ἀλλ' ἄγε δεῦρο, πέπον, παρ' ἔμ' ἵστασο καὶ ἴδε ἔργον·
ἦ νημερτὲς κακὸς ἔσσομαι, ὡς ἀγορεύεις,
ἢ τινα καὶ Δαναῶν, ἀλκῆς μάλα περ μεμαῶτα
σχήσω ἀμυνέμεναι περὶ Πατρόκλοιο θανόντος.

(*b.*) Ἐπεὶ δ' ἀγῶνα καὶ σὺ τόνδ' ἠγωνίσω,
ἄκου'· ἄμιλλαν γὰρ σὺ προὔθηκας λέγων.
οὐδὲν τυράννου δυσμενέστερον πόλει,
ὅπου τὸ μὲν πρώτιστον οὐκ εἰσὶν νόμοι
κοινοί, κρατεῖ δ' εἷς τὸν νόμον κεκτημένος
αὐτὸς παρ' αὑτῷ, καὶ τόδ' οὐκέτ' ἔστ' ἴσον.
γεγραμμένων δὲ τῶν νόμων τὸ τ' ἀσθενὴς
ὁ πλούσιός τε τὴν δίκην ἴσην ἔχει,
ἔστιν δ' ἐνισπεῖν τοῖσιν ἀσθενεστέροις
τὸν εὐτυχοῦντα ταῦθ', ὅταν κλύῃ κακῶς,
νικᾷ δ' ὁ μείων τὸν μέγαν δίκαι' ἔχων.
τοὐλεύθερον δ' ἐκεῖνο· "τίς θέλει πόλει
χρηστόν τι βουλευμ' ἐς μέσον φέρειν ἔχων";
καὶ ταῦθ' ὁ χρῄζων λαμπρὸς ἐσθ', ὁ μὴ θέλων
σιγᾷ. τί τούτων ἔστ' ἰσαίτερον πόλει;

III. Translate into Greek:—

(1.) He was prepared to pay (ἀποτίνειν) a large sum of money if the judges condemned him.

(2.) He gave the order that no one should quit the place (τάξις) where he was posted, on pain of death.

(3.) Take from us all that we possess, on condition that we shall not be made slaves.

(4.) Night came on while they were still fighting, so that they waited till day should appear.

(5.) He had too small a force to help his friends or hurt his foes.

(6.) Mnesicles was looking for some one who should tend (*θεραπεύω*) him in old age and bury him when he was dead.

(7.) The generals perceived that they themselves were not succeeding (*κατορθοῦν*), and that the soldiers were getting annoyed (*ἄχθομαι*).

IV. (1.) Give the stems, genit. sing. and dat. plur. of *γίγας, φρέαρ, ἀστήρ, ὄνυξ, ἱερεύς.*

Give (*a*) the voc. of Ἑρμῆς, Ποσειδῶν.
(*b*) the nom. sing. fem. of *τέρην, πρᾶος.*
(*c*) the gen. sing. of *ἥρως, ἕως.*
(*d*) the accus. plur. of *ναῦς, ἄστυ.*
(*e*) the compar. of *τέρην, πέπων.*

Parse the words *σφισί, νῷν, κέλευθα,* Ἀθήναζε, *ἄνα.*

(2.) Give (*a*) 1st sing. aor. act. ind. of *γαμῶ, προδίδωμι.*
(*b*) 3rd sing. aor. opt. of *φαίνω, τρέφω.*
(*c*) perf. inf. act. of *λανθάνω, λαμβάνω.*
(*d*) pres. inf. of *διψάω, φονάω.*
(*e*) 2nd sing. fut. ind. of *καλῶ, βαδίζω.*

Parse *κέχηνα, ἐξερρύη, ἐτάθησαν, ἐγχέας, ἔσταθι.*

(3.) Distinguish the meanings of *πρὸς ταῦτα* and *πρὸς τούτοις, ἕκαστος* and *ἑκάτερος, φράζω* and *φράζομαι, γράφω* and *γράφομαι, ἦρχον* and *ἦρξα.*

Express in Greek:—"The king for the time being," "on equal terms," "after an interval of twenty years," "ten years afterwards," "to make a truce with the king."

GREEK.

Honours.—Second Paper.

Friday, 21st June. 2 P.M. to 5 P.M.

I. Translate:—

(1.) ΣΩ. Πάλιν δὲ λέγε μοι περὶ Κίμωνος· οὐκ ἐξωστράκισαν αὐτὸν οὗτοι οὓς ἐθεράπευεν, ἵνα αὐτοῦ δέκα ἔτῶν μὴ ἀκούσειαν τῆς φωνῆς; καὶ Θεμιστοκλέα ταὐτὰ ταῦτα ἐποίησαν καὶ φυγῇ προσεζημίωσαν; Μιλτιάδην δὲ τὸν Μαραθῶνι εἰς τὸ βάραθρον ἐμβαλεῖν ἐψηφίσαντο, καὶ εἰ μὴ διὰ τὸν πρύτανιν, ἐνέπεσεν ἄν; καίτοι οὗτοι, εἰ ἦσαν ἄνδρες ἀγαθοί, ὡς σὺ φῄς, οὐκ ἄν ποτε ταῦτα ἔπασχον. οὔκουν οἵ γε ἀγαθοὶ ἡνίοχοι κατ' ἀρχὰς μὲν οὐκ ἐκπίπτουσιν ἐκ τῶν ζευγῶν, ἐπειδὰν δὲ θεραπεύσωσι τοὺς ἵππους καὶ

αὐτοὶ ἀμείνους γένωνται ἡνίοχοι, τότ' ἐκπέπτουσιν. οὐκ ἔστι ταῦτ' οὔτ' ἐν ἡνιοχείᾳ οὔτ' ἐν ἄλλῳ ἔργῳ οὐδενί. ἢ δοκεῖ σοι; ΚΑΛ. οὐκ ἔμοιγε. ΣΩ. Ἀληθεῖς ἄρα, ὡς ἔοικεν, οἱ ἔμπροσθεν λόγοι ἦσαν, ὅτι οὐδένα ἡμεῖς ἴσμεν ἄνδρα ἀγαθὸν γεγονότα τὰ πολιτικὰ ἐν τῇδε τῇ πόλει. σὺ δὲ ὁμολόγεις τῶν γε νῦν οὐδένα, τῶν μέντοι ἔμπροσθεν, καὶ προείλου τούτους τοὺς ἄνδρας. οὗτοι δὲ ἀνεφάνησαν ἐξ ἴσου τοῖς νῦν ὄντες, ὥστε, εἰ οὗτοι ῥήτορες ἦσαν, οὔτε τῇ ἀληθινῇ ῥητορικῇ ἐχρῶντο—οὐ γὰρ ἂν ἐξέπεσον—οὔτε τῇ κολακικῇ. ΚΑΛ. Ἀλλὰ μέντοι, ὦ Σώκρατες, οὐ μή ποτε τις τῶν νῦν ἔργα τοιαῦτα ἐργάσηται, οἷα τούτων ὃς βούλει εἴργασται.

Write a note on the sentence beginning οὔκουν οἵ γε ἀγαθοὶ ἡνίοχοι, and on οὐ μὴ ποτε τις . . . ἐργάσηται.

(2.) Καὶ τὰ μὲν παρ' ἐμοῦ πάνθ' οὕτως ἐστὶν ἀληθῆ καὶ φαίνεται· τούτῳ δὲ μὴ παρασχομένῳ τούτους μάρτυρας, ἢν ἂν δήπου λόγος οὐδείς, ἀλλ' ἠλακέναι παραχρῆμα ὑπῆρχε σιωπῇ. σιωπῶσι δ' ὄντες τούτοι καὶ πολλῶν τοιούτων ἔργων κοινωνοὶ εἰκότως τὰ ψευδῆ μεμαρτυρήκασιν. ἀλλὰ νὴ Δία οὐκ εἰσὶ τοιοῦτοι. ἀλλ' ἴσασιν ὑμῶν, ὡς ἐγὼ νομίζω, πολλοὶ καὶ τὸν Διότιμον καὶ τὸν Ἀρχεβιάδην καὶ τὸν Χαιρέτιμον, οἳ μίθ' ἡμέραν μὲν σκυθρωπάκασι καὶ λακωνίζειν φασὶ καὶ τρίβωνας ἔχουσι, ἐπειδὰν δὲ συλλεγῶσι καὶ μετ' ἀλλήλων γένωνται, κακῶν καὶ αἰσχρῶν οὐδὲν ἐλλείπουσι· καὶ ταῦτα τὰ λαμπρὰ καὶ νεανικά ἐστιν αὐτῶν "οὐ γὰρ ἡμεῖς μαρτυρήσομεν ἀλλήλοις; οὐ γὰρ ταῦθ' ἑταίρων ἐστὶ καὶ φίλων; τί δὲ καὶ δεινόν ἐστίν ἂν παρέξεται κατὰ σοῦ; τυπτόμενόν φασί τινες ὁρᾶν; ἡμεῖς δὲ μηδ' ᾗφθαι τὸ παράπαν μαρτυρήσομεν. ἐκδεδύσθαι θοἰμάτιον; τοῦτ' ἐκείνους πρότερον πεποιηκέναι ἡμεῖς μαρτυρήσομεν. τὸ χεῖλος ἐρράφθαι; τὴν κεφαλὴν δέ γ' ἡμεῖς ἢ ἕτερόν τι κατεαγέναι φήσομεν." ἀλλὰ καὶ μάρτυρας ἰατροὺς παρέχομαι. τεῦτ' οὐκ ἔστιν, ὦ ἄνδρες δικασταί, παρὰ τούτοις. ἡ δ' ἀπ' αὐτῶν ἑτοιμότης, οὐδ' ἂν εἰκεῖν μά τοὺς θεοὺς δυναίμην ὅση καὶ οἵα πρὸς τὸ ποιεῖν ἑτοῦν ὑπάρχει.

II. For Greek Prose :—

Happy men! they are beyond the reach of calumny and reverses. There is only one sad reflection; they can serve their country no more. How high was the value of their lives! they knew it and bartered them for renown. We, in this war unjustly waged against us, shall be exposed to fewer dangers, but more privations. In the endurance of these, our manliness will be put severely to the proof, and virtues which have not been called forth in fifty years, virtues which our enemies seem to have forgotten that we possess, must again come into action, as if under the eyes of a Themistocles and an Aristides. We have all done much; but we have all done less than we can do, ought to do, and will do.

III. Translate, with short notes on the syntax :—

(1.) φεῦ φεῦ, τὸ μὴ τὰ πράγματ' ἀνθρώπους ἔχειν
φωνήν, ἵν' ἦσαν μηδὲν οἱ δεινοὶ λόγοι.

(2.) γέροντα δ' ὀρθοῦν φλαῦρον ὃς νέος πέσῃ.

(3.) ζῇ γὰρ πολλῆς ἐπιμελείας ὕπως ὡς ἐλάχιστα μὲν ὄψεται ἐλάχιστα δ' ἀκούσεται.

(4.) ὅπως ἔσεσθε ἄνδρες ἄξιοι τῆς ἐλευθερίας ἧς κέκτησθε.
(5.) δίδασκέ με ὡς μὴ εἰδότ' αὐτὸν μηδέν.
(6.) ἔφη δ', ἐπειδὴ οὔ ἐκβῆναι τὴν ψυχήν, πορεύεσθαι.

IV. Answer *one* of the following questions :—

(1.) What were the chief bonds of union between the Greek states ?
(2.) Describe the constitution of Athens under Solon.
(3.) Give an account of the life and work of Epaminondas.

FRENCH.

Lower Grade.

Wednesday, 19th June. 10 A.M. to 12.30 P.M.

Candidates must, in all cases, answer Questions 1, 2, 3, 4 (*Section* 1), *and should attempt four questions* (NOT MORE) *from the other sections.*

Section I.

1. Translate into English :—

(*a*) Cependant, l'aspect qu'offrait la grande foire, qui venait de s'ouvrir à Tours, excita d'abord en lui une sorte d'admiration. Elle attirait un nombre considérable de commerçants étrangers. Leurs boutiques, ornées de drapeaux, étaient pleines de *bateleurs*, dont les tours attiraient les curieux. On y voyait les tapissiers d'Arras, les drapiers de Sédan, les confituriers de Verdun, confisant au miel pour les bourgeois, au sucre pour les gentilshommes. On y rencontrait également des Italiens *vendant* les belles armes de Milan, et des Allemands les mauvaises armures de leur pays; les libraires avec leurs manuscrits enrichis de miniatures, recouverts de velours, de pierreries, et dont un seul pouvait coûter mille livres.

SOUVESTRE.

Bateleur, juggler.
Why does *vendant* not agree with *Italiens?*

(*b*) Il est nuit. La cabane est pauvre, mais bien close.
Le logis est plein d'ombre, et l'on sent quelque chose
Qui rayonne à travers ce *crépuscule* obscur.
Des filets de pêcheur sont accrochés au mur.
Au fond, dans l'*encoignure* où quelque humble *vaisselle*
Aux planches d'un *bahut* vaguement étincelle,
On distingue un grand lit aux longs rideaux tombants.
Tout près un matelas s'étend sur *de* vieux bancs.
Et cinq petits enfants, nid d'âmes, y sommeillent.
La haute cheminée où quelques flammes veillent
Rougit le plafond sombre, et le front sur le lit,
Une femme à genoux prie, et songe et pâlit.
C'est la mère. Elle est seule. Et dehors, blanc d'écume,
Au ciel, aux vents, aux rocs, à la nuit, à la brume,
Le sinistre océan jette son noir sanglot.

VICTOR HUGO.

Crépuscule, twilight; *vaisselle*, plates and dishes; *encoignure*, corner; *bahut*, chest.

Account for the spelling of *de*.

2. Give the present and past participles of *savoir*, *moudre*, *mourir*, *avoir*, *vivre*; the 3rd pers. sing. pres. indic. of *bouillir*, *haïr*, *aller*, *vouloir*; the 3rd pers. plur. future of *voir*, *pouvoir*, *faire*, *aller*; and, in full, the pres. subj. of *être*. Give the English in every case.

3. (*a*) Give the adverbs corresponding to *bon*, *petit*, *doux*, *franc*, *constant*, *vrai*.

(*b*) Ce beau berger grec est le meilleur chanteur de son pays. Change *berger* into the feminine, and make the corresponding alterations in the sentence.

4. Translate into French :—

While the war continued without any decisive success on either side, a calamity happened in London which threw the people into great consternation. Fire, breaking out in a baker's house near the bridge, spread itself on all sides with such rapidity, that no efforts could extinguish it till it laid in ashes a considerable part of the city. The inhabitants, without being able to provide effectually for their relief, were reduced to be spectators of their own ruin, and were pursued from street to street by the flames which unexpectedly gathered round them. Three days and nights did the fire advance; and it was only by *blowing up* houses that it was at last extinguished. The king and duke *used their utmost endeavours* to stop the progress of the flames, but all their industry was unsuccessful. About four hundred streets and thirteen thousand houses were reduced to ashes. The causes of the calamity were evident. The narrow streets of London, the houses built entirely of wood, the dry season, and a violent east wind which blew: these were so many circumstances, which rendered it easy to assign the reason of the destruction that ensued. But the people were not satisfied with this account.

HUME.

To blow up, faire sauter; *to use one's utmost endeavours*, faire tout son possible.

SECTION II.

5. When do you use *qui*, *que*, *quel*, *lequel* and *dont*? Frame sentences to illustrate your answer.

6. Explain why the disjunctive and not the conjunctive pronouns are used in the following sentences :—*Eux* seuls sont entrés. *Moi*, faire cela! *Vous* et *lui*, vous viendrez demain.

Translate :—He is the best boy in the class. She is the best girl in the class. Give rules to explain your construction.

7. Parse each of the following words, as a substantive and as a verb, giving the meaning in each case :—lit, sort, mort, bois, aimant, rive.

8. Translate into French:—

I shall call on you as soon as I have done. I gave it to him but he has not returned it to me. Has he returned home? Which box have you there? The box in which I found the pens.

9. Translate into English:—

(*a*) La noblesse, jalouse de sa liberté, vend souvent ses suffrages, et rarement ses affections. A peine ont-ils élu un roi qu'ils craignent son ambition, et lui opposent leurs cabales. Les grands qu'il a faits, et qu'il ne peut défaire, deviennent souvent ses ennemis au lieu de rester ses créatures.

VOLTAIRE.

(*b*) Un vrai ami est une chose si avantageuse, même pour les grands seigneurs, afin qu'il dise du bien d'eux et qu'il les soutienne en leur absence même, qu'ils doivent tout faire pour en avoir un. Mais qu'ils choisissent bien; car, s'ils font tous leurs efforts pour un sot, cela leur sera inutile, quelque bien qu'il dise d'eux.

PASCAL.

(*c*) Les idées mélancoliques ont beaucoup de charmes, tant qu'on n'a pas été soi-même profondément malheureux, mais quand la douleur, dans toute son âpreté, s'est emparée de l'âme, on n'entend plus, sans tressaillir, de certains mots qui jadis n'excitaient en nous que des rêveries plus ou moins douces.

MME. DE STAEL.

SECTION III.

10. Translate:—

(*a*) A bill to amend and extend the law relating to factories and workshops was introduced into the House of Commons.

(*b*) On 1st March, the river traffic was entirely suspended at Glasgow on account of the ice. Early in the morning, nine of the harbour passenger-steamers were carried away from their moorings.

11. Translate:—

(*a*) All the bees in the neighbourhood resort to a bed of mignonette, opposite to the window, and pay me for the honey they get out of it by a hum, which, though rather monotonous, is as agreeable to my ear as the whistling of my linnets. All the sounds that nature utters are delightful, at least, in this country.

COWPER.

(*b*) I got up late this morning and had no time for my breakfast. My books were not to be found, I do not know where I put them. I shall lose all my marks. My mother says it serves me right.

SECTION IV.

12. Give a short account of any French book you have read during the year, and of its author.

13. Say what you know of *one* of the following:—Molière, Mme. de Sévigné, Pascal, Rousseau, Voltaire, Victor Hugo; and give some account of *one* work written by the author you choose.

14. Translate:—A bank-manager; enclosed please find price-list; power of attorney; joint partners; to find a market for produce; prices rule higher; the market is much depressed; we subjoin references; we give you, as a trial, the following order.

15. A firm of French ship-owners requires a foreign correspondent. In offering your services state that you can undertake English, German and French correspondence. Say how you acquired the last two languages, and give references.

FRENCH.

Higher Grade and First Paper for Honours Grade.

Wednesday, 19th June. 10 A.M. to 1 P.M.

Candidates must, in all cases, answer the whole of Questions 1 *and* 2, *Section I.; and should attempt six questions* (NOT MORE) *from the other sections. Candidates answering questions from Sections III. and IV. must not answer Section V.*

Section I.

1. Translate:—

(*a*) Dans ce jardin croissaient le pommier, le pêcher,
La ronce; on écartait les branches pour marcher;
Des transparences d'eau frémissaient sous les saules
On voyait des blancheurs qui semblaient des épaules,
Comme si quelque nymphe eût été là; les nids
Murmuraient l'hymme obscur de ceux qui sont bénis;
Les voix qu'on entendait étaient calmes et douces;
Les sources chuchotaient doucement dans les mousses,
A tout ce qui gazouille, à tout ce qui se tait,
Le remuement confus des feuilles s'ajoutait;
Le paradis, ce chant de la lumière gaie,
Que le ciel chante, en bas la terre le *bégaie*;*
En été, quand l'azur rayonne, ô pur jardin!

VICTOR HUGO.

* *bégayer*=to stammer.

Qu'un stoïque aux yeux secs vole embrasser la mort,
Moi je pleure et j'espère. Au noir souffle du nord
Je plie et relève ma tête.
S'il est des jours amers, il en est de si doux!
Hélas! quel miel jamais n'a laissé de dégoûts?
Quelle mer n'a point de tempêtes?

ANDRÉ CHÉNIER.

(*b*) Ce fut alors que l'on entendit ce second cri plus faible que le premier, qui avait été suivi d'un long gémissement.

Le bourreau, qui s'était soulevé, retomba renversé sur son lit. Quant au moine, sans retirer le poignard de la plaie, il courut à la fenêtre, l'ouvrit, sauta sur les fleurs d'un petit jardin, se glissa dans l'écurie, prit sa mule, sortit par une porte de derrière, courut jusqu'au prochain bouquet de bois, y jeta sa robe de moine, tira de sa valise un habit complet de cavalier, s'en revêtit, gagna à pied la première poste, prit un cheval et continua à franc étrier son chemin vers Paris.

DUMAS.

2. Translate into French :—

As a rule, the natives hereabouts are remarkably good-looking. One hardly observes an ill-favoured face—many have countenances of the highest refinement and gentleness of expression; whilst some of the children of from eight to twelve are positively beautiful. But the mothers do not like to see them too openly admired. For this reason they often introduce into their dress some common article as a foil and counter-charm to the "evil eye," just as they will occasionally plant one ugly, rough, wooden post among the handsome stone pillars of a house-front, and hang an old shoe round the neck of the most comely cow in a herd.

EDWIN ARNOLD.

SECTION II.

3. Give in full the imperfect indicative of *s'entr'égorger;* the past indefinite of *se faire mal;* the future indicative of *s'asseoir.*

4. (*a*) Give examples of the subjunctive mood being used in French, where the infinitive or indicative in used in English.

(*b*) Account for the different agreement of the participles in the following :—*Elle s'est senti frapper; puis elle s'est sentie mourir.*

5. (*a*) Under what circumstances do *vingt* and *cent* take an "*s*"?

(*b*) Give the cardinal numerals from 69–91.

6. When is the "*s*" of *tous* clearly sounded? Give one or two examples.

7. Give the French for :—

Mind what you are about.
Never mind me, Sir.
Kindly mind my horse for a minute.
Mind you do what I tell you.
I have a good mind to give you a box on the ear.
I made up my mind.

SECTION III.

PHILOLOGY.

8. Write in modern French, preserving as far as possible the cognate words :—

Cume Golias vers David apruçad, David curut encontre e si se hastad. Une pierre de la ú il l'out reposte sachad, mist la en la funde é entur la turnad; jetad la pierre, a dreit mes l'asenad,

hurtad al frunt e jesqu' al cervel esfundrad. Del colp chancelad li glaz, e vers terre s' abaissad. David salt al espee Golie, tient ne targad, de s'espée même le chief li colpad. Cume co virent li Philistien que morz fud lur campiun, turnerent a fuie.

Quatre Livres des Rois.

9. (*a*) Enumerate the different forms in which the nominative singular of the first personal pronoun is found in old French.

(*b*) Explain and comment on the forms: *mialdre, pesme, es, cist, iceo, averai, estet, chantet, tuert, fazet, occirre* (or *ocire*).

10. (*a*) Mention any peculiarities of Norman French. What works were written in that dialect?

(*b*) Put into old French: The horse is strong. I have the horses. Also the imperfect (in full) of *être*.

11. Give the etymological history of *méme, on, plusieurs, naître, ne ... pas, ne .... rien, oui, rez* (*de chaussée*), *comme, dimanche, dorénavant, lierre, méchant.*

Section IV.

Literature.

12. Give in French, an account of any striking scene taken from a play of Molière.

13. Give some account of the historical works of *either* Montesquieu *or* Voltaire.

14. Give some account of the Hôtel de Rambouillet, and its influence on French Literature.

15. What do you know about French rhyming? Explain what is meant by the terms *masculine, feminine,* and *rich* rhymes.

16. What do you know about the "Pléiade"? and what effect did the writers who bore this title seek to produce on the French language?

Section V.

Commercial French.

17. Translate:—

Sugar remains quiet, there being little inquiry.
Wheat opened dull, and then declined all day with few reactions.
The book-keeper—the manager—the traveller—the cashier.

18. Translate:—

New York, 10th March, 1895.

Messrs. Bontout & Co., Paris.

Gentlemen,

We are in receipt of your favour of the 20th ultimo.

We regret very much to state that our market is quite overstocked, and that we have plenty of goods on hand at present, and are unable to say when we shall be able to dispose of them.

If we can come to an arrangement, as soon as ever trade begins to brighten, we shall be happy to avail ourselves of your kind proposals concerning the speculation in question.

Thanking you for your kindness in writing,

We remain,

Gentlemen,

Very respectfully yours,

GORDON & HOLT.

19. Translate :—

Lisbonne, ce 2 mai 1895.

M. John Davies, à Londres.

Monsieur,

Je vous serai obligé d'assurer contre tous risques de mer et pour 250 liv. st., la valeur de 25 sacs de coton-laine marqués A. I, Nos 1 à 25 (10 liv. st. chacun), chargés à C pour mon compte à bord du brick le *Capitaine*, capitaine José da Cruz, à destination de Lisbonne, et de me débiter des frais que cela vous occasionnera. Ce brick devait partir le 15 du mois dernier. J'espère qu'il vous sera possible de passer cette assurance à 3 ou 4 %; cependant, je n'entends pas vous limiter quant à la prime.

Recevez mes salutations distinguées,

ALEX. COURIS.

FRENCH.

HONOURS.—SECOND PAPER.

Wednesday, 19th June. 2 P.M. to 5 P.M.

Candidates must, in all cases, answer Questions 1 *and* 2, *and should attempt at least four* (AND NOT MORE THAN SIX) *of the remaining questions.*

SECTION I.

1. Translate :—

(*a*) Those who can put the best countenance upon the outrages of this nature which are offered them are not without their secret anguish. I have often observed a passage in Socrates' behaviour at his death, in a light wherein none of the critics have considered it. That excellent man, entertaining his friends, a little before he drank the bowl of poison, with a discourse on the immortality of the soul, at his entering upon it, says that he does not believe that even the most comic genius can censure him for talking upon such a subject at such a time. This passage, I think, evidently glances upon Aristophanes, who writ a comedy on purpose to ridicule the discourses of that divine philosopher. It has been observed by many writers, that Socrates was so little moved at this piece of buffoonery, that he was several times present at its being acted upon the stage, and never expressed the least resentment at it.

ADDISON.

(*b*) I met your friend a week ago. I shall meet him again in a fortnight.

(*c*) I have a better opinion of him than of her.

(*d*) One must do the best one can for oneself.

(*e*) You ought to have told me that an hour ago.

(*f*) Come, tell me. What is it all about?

(*g*) Which of these two pupils is right? Neither. They are both wrong.

(*h*) It has just struck eleven o'clock. He can't be long now.

Section II.

2. Translate into English:—

(*a*) A quoi faire nous allons nous gendarmant par ces efforts de la Science? Regardons à terre: les pauvres gents que nous y voyons espandus, la tête penchante après leur besogne, qui ne sçavent ny Aristote ny Caton, ny exemple ny précepte, de ceulx là tire nature touts les jours des effets de constance et de patience plus purs et plus roides que ne sont ceulx que nous estudions si curieusement en l'eschole: combien en veoy je ordinairement qui mescoignaissent la pauvreté! combien qui désirent la mort, ou qui la passent sans alarme et sans affliction!

MONTAIGNE.

(*b*) La nuit se passa de part et d'autre en préparatifs pour la bataille du lendemain. Tout le monde se disait qu'elle devait être décisive. Jamais dans les temps modernes un aussi grand nombre d'hommes n'avaient été réunis sur un même champ de bataille. Près de trois cent cinquante mille soldats se préparaient à s'entr'égorger sur la vaste plaine du Marchfeld. Dès l'aube des milliers de spectateurs couronnaient les édifices de Vienne, à un peu plus d'une lieue du théâtre de l'action, attendant avec anxiété l'issue du combat qui allait décider de leur sort.

P. LANFREY.

(*c*) De quel éclat brillaient dans la bataille
Ces habits bleus par la victoire usés!
La Liberté mêlait à la mitraille
Des fers rompus et des sceptres brisés.
Les nations, reines par nos conquêtes,
Ceignaient de fleurs le front de nos soldats,
Heureux celui qui mourut dans ces fêtes!
Dieu, mes enfants, vous donne un beau trépas!

BÉRANGER.

Section III.

PHILOLOGY.

3. Give examples of Latin masculine nouns which have become feminine in French, and account for the change in gender.

4. Which of the four conjugations are sometimes called "conjugaisons mortes," and why?

5. Account for the different gender in "un garde national," "une garde française;" "un garde-côte," "une garde-malade."

6. Give the derivation of *singe, chef, gui, semaine, veiller, soudaine, être, jeu, grenouille, gueux.*

7. Give, with examples, the three rules subject to which popular French words have been derived from Latin.

Section IV.

Literature.

(*Not more than* three *questions to be answered in this Section.*)

8. What do you know about the University of Paris during the Middle Ages?

9. Write, in French, a short Essay on the respective excellence of English and French poetry.

10. State what you know of *one* of the following works:—"Emile," "L'Avocat Patelin," "La Satire Ménippée," "Hernani," "Le Diable Boiteux," "Le Roman de la Rose."

11. What do you know of the writings of *either* Pascal *or* Sainte-Beuve?

12. "On ne voyait à Paris que *Français espagnolisés.*" Comment on this, and state to what period it refers.

13. "Qu'en un lieu, qu'en un jour, un seul fait accompli
Tienne jusqu'à la fin le théâtre rempli."

Comment on these famous lines. What do you know of their author?

Section V.

Composition.

13. Write an Essay in French on *one* of the following subjects:—
(1) Duelling.
(2) National characteristics.
(3) French comedy.
(4) "L'ignorance de l'avenir est un bienfait pour l'homme."
(5) The unemployed.

GERMAN.

Lower Grade.

Tuesday, 25th June. 10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered.
Additional marks will be given for fair writing in the German character.

Section I.

1. Translate into English:—

Die Wache des Sommerpalastes bei Peking fand eines Tages einen ermordeten Mann im Felde liegen. Zwei Brüder, die von dem Orte zu entfliehen suchten, wurden ergriffen; und jeder von ihnen behauptete, daß er selbst die That begangen habe. Die Leiche zeigte aber nur eine

Wunde, und nur Einer konnte daher der Mörder sein. Die Sache wurde vor den Kaiser gebracht. „Wer sind die Burschen?" fragte er. Man sagte ihm, sie seien die einzigen Kinder einer armen Witwe. „Beiden das Leben zu schenken," sprach er, „würde den Mord unbestraft lassen; und beide zu hängen, wo nur Einer schuldig sein kann, wäre grausam. Man bringe die Mutter herbei, ihr Wort soll entscheiden (decide); sie muß ihre Söhne am besten kennen." Die unglückliche Frau wurde herbeigeholt und mit dem Willen des Kaisers bekannt gemacht. Sie war zum Tode erschrocken. In eine Flut von Thränen ausbrechend, rief sie endlich: „Wenn ich denn das Urteil sprechen soll, so laßt den Älteren leben!" Der Kaiser wunderte sich, daß sie den Jüngeren opferte (to sacrifice), der gewöhnlich den Müttern am teuersten ist. Auf seine Frage antwortete sie: „Der, welchen ich rette, ist nicht mein eigener Sohn, sondern ein Stiefsohn; auf dem Totenbette habe ich seinem Vater versprochen, ihn als mein eigenes Kind zu betrachten. Bis jetzt habe ich mein Wort gehalten,—soll ich nun, von mütterlicher Liebe getrieben, es brechen, um den eigenen Sohn vom Tode zu retten? Was es meinem Herzen kostet . . . ." Sie konnte vor Thränen nicht weiter reden, und sank schmerzerfüllt zu Boden. Tief bewegt von dem Kummer des armen Weibes, schenkte der Kaiser den beiden Jünglingen das Leben.

2. Translate into German:—

William now sat (*say*, sat now) firmly on his throne. But he was not happy, for he had much grief in his own house. His eldest son, Robert, had remained in Normandy (die Normandie), and governed there in his father's name. Proud of (auf) his power, he would not do what the King told him, and took up arms (*say*, the arms) against him. What can be more dreadful than a war between father and son? William led an army across (*say*, over) the sea, and tried to take his son's castle. In one of the battles which followed, the prince fought with a knight, and wounded him in (an) the arm. But when he found that it was his father, he fell down on his knees and begged for (um) pardon. The King did not live long after this. In his war with the King of France, he took a French town, and when it was burning, he rode through the streets. Suddenly his horse fell, and threw him on the stones covered with hot cinders. Seriously (ernstlich) injured, he was carried to Rouen, and died in a monastery (Kloster, n.) not far from the city.

Section II.

3. Add the definite article to, and give the genitive singular and nominative plural of, the German words for *any ten* of these:—ape, cousin, prince, thief, place, body, army, country, bear, forest, pain, part, bee, pear, goose, hat.

4. Decline, in singular and plural, the German for *the same man*, *great storm*, *this street*; also the interrogative pronoun (who? what?).

5. Write out, in German—1, 7, 12, 16, 23, 35, 68, 74, 101, 329; the 11th, 21st, 102nd; ½, ¼; on the 3rd of January 1895.

6. Write out—
   (*a*) the present and imperfect indicative active of ſehen, ſollen;
   (*b*) the perfect indicative and imperfect subjunctive active of gehen;
   (*c*) the present indicative passive of hören.

7. Give the third singular present, imperfect and perfect indicative, of laſſen, leſen, thun, denken, wiſſen, dürfen, mögen; and the second singular imperfect subjunctive and imperative of nehmen, eſſen, kennen, treten, ſchneiden, ſprechen.

Section III.

8. Write out the German names of the months, and the days of the week.

9. Enumerate the prepositions which govern either a dative or an accusative; and show, by three examples, when the one or the other case must be used.

10. Give a general rule (*a*) as to when the order of subject and verb is inverted in German; and (*b*) as to when the verb is placed at the end of the clause. Give an example for each case.

11. Mention the titles of five German plays, by at least three different writers; giving the author's name for each, and stating, in a few words, what you know of the plot of one of them.

12. State by whom the following poems were written:—Der Sänger, der Handſchuh, der Kaiſer und der Abt, die Lorelei, der gute Kamerad, die Bürgſchaft, der Erlkönig; and, if possible, write out one verse of some poem you know.

GERMAN.

Higher Grade and First Paper for Honours Grade.

Tuesday, 25th June. 10 A.M. to 1 P.M.

To secure full marks, the passages from, and into, German should be translated. Eight (and eight only) of the remaining questions (not less than four to be chosen from Section II., and not less than two from Section III.) should be answered. If more are answered, only the first eight will be counted.

Additional marks will be given for fair writing in the German character.

Section I.

1. Translate into English:—

   (*a*) Am andern Tage gab es kurzen Abſchied zwiſchen Eltern und Kindern, wie das Bauernart iſt. Aber ernſt und tiefempfunden war das Lebewohl dennoch; denn jedes dachte der ungewiſſen Zukunft und der Not des Augenblicks. Der Fuhrmann hatte ſchon dreimal zum Aufbruch gemahnt, ſchon dreimal ſein Glas zum Abſchied geleert, da beſtieg das

junge Ehepaar endlich ſeinen Leiterwagen. Es war kein luſtiger Reiſetag. Ein durchdringender Sommerregen rauſchte in Strömen herab. Selbſt der dichtbelaubte Buchenwald konnte keinen rechten Schutz mehr geben; die Pfade waren ſchlüpfrig, und die zahlreichen Bergwaſſer wuchſen zuſehends, jede Rinne füllte ſich zu einem neuen Bach. Darum war es kein Wunder, daß der Fuhrmann Pferd und Wagen auf den holprigen Holzwegen kaum vorwärts bringen konnte. Er hatte ſich aber auch wider den Regen ſo tief in eine wollene Decke gewickelt, daß der Schimmel ſo ziemlich ſeinen eigenen Gedanken nachgehen konnte, und nur wenn der Wagen gegen einen Stein oder eine Wurzel ſtieß, als ob alle Räder brechen müßten, rief der Fuhrmann dem Pferde hintendrein eine Vermahnung zu; den Kopf ließ er aber doch in der Decke. Über den hinteren Teil des Wagens war ein Linnentuch geſpannt, darunter ſaßen die jungen Eheleute. Es war gar nicht unbehaglich, ſich in der Ecke unter der Leinwand aufs Stroh zu kauern und der Muſik des ringsum durch die Blätter niederrauſchenden Regens zu lauſchen, während ſelten ein Tröpfchen durch das Tuch hereindrang. Da pflogen die Leutchen nun das traulichſte Geſpräch, woben goldene Träume, wie's für eine Hochzeitreiſe ſich ſchickt, und wenn ſie auch in einem Leiterwagen gemacht wird. Nur ſelten durchzuckte es den jungen Ehemann, wenn er des einzigen Kronthalers in ſeiner Taſche gedachte; aber ſchon im nächſten Augenblick war er wieder unermeßlich reich. Ja, der Stadtpfeifer war ein Kind, eins von den Kindern, von denen geſchrieben ſteht, daß wir nicht ins Himmelreich kommen ſollen, wenn wir nicht werden wie ihrer Eines.

W. H. Riehl.

(*b*) Der dunkle Wald umrauſcht den Wieſengrund,
Gar düſter liegt der graue Berg dahinter,
Das dürre Laub, der Windhauch giebt es kund,
Geſchritten kommt allmählich ſchon der Winter.

Die Sonne ging, umhüllt von Wolken dicht,
Unfreundlich, ohne Scheideblick, von hinnen;
Und die Natur verſtummt, im Dämmerlicht
Schwermütig ihrem Tode nachzuſinnen.

Dort, wo die Eiche rauſcht am Bergesfuß,
Wo bang vorüber klagt des Baches Welle,
Dort winket, wie aus alter Zeit ein Gruß,
Die längſt verlaſſ'ne, ſtille Waldkapelle.

Wo ſind ſie, deren Lied aus deinem Schooß,
O Kirchlein, einſt zu Gott emporgeflogen,
Vergeſſend all ihr trübes Erdenloos?—
Wo ſind ſie?—Ihrem Liede nachgezogen!

Nicolaus Lenau.

2. Translate into German:—

To judge from the veracious accounts of native writers, curious things seem to happen in the New World. Two sons of an American farmer were strolling in the woods, when they heard a noise behind a tree. Looking up, they saw the claws

of a bear just beginning to climb up the tree on the other side. They were terrified at the sight, for they were unarmed, and doubted not that, if the beast became aware of them, it would get down and attack them. Suddenly a happy thought struck the elder brother. Silently approaching the tree, he seized the front claws of the bear, and pulled so tightly that the latter could not move. At the same time he shouted to his brother to run home and fetch the axe. When he had waited a long time, and was nearly exhausted, he at last saw his brother coming. "What have you been doing so long, John?" he asked. "Oh," replied the other, "I was so hungry that I thought it best first to eat a piece of ham." "Very well," said Tom, "catch hold of his claws, I can manage the axe better." Having changed places with the brother, he added, "Now hold tight; I'll just run home and refresh myself, and when I come back I'll kill the bear."

Section II.—Grammar.

3. Give the nominative and genitive singular, and nominative plural, with the definite article, of the German for *any ten* of the following words:—jewel, ancestor, gain, damage, figure, heir, legacy, building, loaf, county, ray, peasant, spark, sting, slipper, companion.

4. Distinguish between:—Rachen—Rachen; ſinnig—ſinnlich; achtbar—achtſam; Schreiber—Schriftſteller; die Koſt—die Koſten; ererben—erwerben; verſchönern—beſchönigen; ſich verſtehen auf etwas—ſich verſtehen zu etwas.

5. What is meant by "mixed declension." Illustrate your definition by five examples.

6. Give the third singular present and perfect indicative active of bedürfen, auserſehen, ableſen, mißverſtehen, marſchieren; and second singular imperfect subjunctive and imperative of ſich begeben, verderben, zertreten, auslaſſen, geſtehen.

7. Mention five weak verbs which modify their vowel in the imperfect and past participle; and five strong verbs which conjugate according to the scheme e, a, e.

8. Explain the difference in the use of the absolute superlative and the relative superlative. Also distinguish between meiſtens—am meiſten; wenigſtens—am wenigſten; höchſtens—am höchſten.

9. Illustrate, by sentences, the different translation of the English "when" by German wann, wenn, and als.

Section III.—Philology and Word-Formation.

10. Certain past participles (such as gehört) have double meanings, according to whether they belong to the one or the other of two different verbs. Give six examples, with the meanings.

11. Form abstract nouns (with their meanings) from *any ten* of these:—gewiſſenhaft, bitter, naß, behende, heiß, hell, feige, eitel, ſcharf, halb, ſpröde, ſchlicht, ſchlecht, geruchlos.

12. Form adjectives (with their meanings) from *any ten* of these :—
Unmut, Schwermut, Neid, Bube, Mädchen, Stadt, Gott, Abgott, Begierde, Schlaf, Name, Fehler, Flecken, Teil.

13. Under what circumstances does English *s* correspond to German ſ, and under what to ſch? Give five examples for each case; also five instances of words in which English *sh* corresponds to German ſch.

14. Give the German, or English, *etymological* equivalents of *any ten* of *each* of the following two sets of words (adding, in each case, the exact meaning of the German word) :—

(*a*) bleak, head, truly, bean, beam, crow, crafty, hide, quick, hail, hoarse, hoard, knuckle, to brook, to lead.

(*b*) glühen, Rute, Mücke, kleben, nieſen, Nüſter, biegſam, Harke, warten, klein, Brett, tüchtig, falb, mürbe, fürſtlich.

SECTION IV.—LITERATURE AND COMMERCIAL CORRESPONDENCE.

15. Give some account of two of these writers :—Wolfram von Eſchenbach, Gottfried von Straßburg, Hartmann von Aue.

16. Characterise Luther's importance from a purely literary point of view.

17. Name six great writers of the 18th century, in their chronological order, and mention two works of each.

18. Mention *five* of the leading novelists of the present day, and give the titles of two works of each of them.

19. Assign *any twelve* of the following works to their respective authors, characterising them in a single word (drama, epic, &c.) :—Wilhelm Meiſter, der Geiſterſeher, Leier und Schwert, Miß Sara Sampſon, Ritter Toggenburg, die Räuber, Schilflieder, Siebenkäs, die Journaliſten, eine ägyptiſche Königstochter, Lohengrin, Iwein, die Ahnen, die Ahnfrau, Sturm und Drang, der wilde Jäger, der Trompeter von Säkkingen, Herzog Ernſt von Schwaben.

20. Write, in German, to a firm of shipbrokers, asking them to take you in as an apprentice, and giving particulars as to your education and personal circumstances.

21. Write, from the office of a provision merchant, to his agent abroad, complaining strongly, yet courteously, of the quality of some of the goods received.

22. Translate into German :—I hasten to acknowledge receipt of your favour of the 21st inst., duly received by us this morning,—we shall gladly seize the first opportunity to make use of your kind offer of service,—in the meantime we will endeavour to ascertain whether there is any demand in this country for the kind of articles you recommend to our notice,—please to favour us with further particulars as to the terms on which you would be disposed to supply the chief articles mentioned in your list,—before we take any further steps in this matter, we should, however, be glad to know whether or not our firm is the only one at this place with whom you have entered into communication on this subject.

GERMAN.

Honours.—Second Paper.

Tuesday, 25th June. 2 p.m. to 5 p.m.

To secure full marks, the passages from, and into, German should be translated. Eight (and eight only) of the remaining questions (not less than five to be chosen from Section II.) should be answered. If more are answered, only the first eight will be counted.

Additional marks will be given for fair writing in the German character.

Section I.

1. Translate into English:—

(*a*) Da war nun mein Meer, mein vielgeliebtes Meer, das ich ſtets vor Freude weinend begrüßte, wenn der Traumgott mich an ſein Geſtade brachte und es vor mir ausbreitete in ſeiner Herrlichkeit. Da kamen ſie herangerollt, die ſchönen, grünen Wogen mit den weißen, ſich überſtürzenden Kämmen; der Giſcht der Brandung trieb hinauf bis an meine Füße; und wenn ſie wieder zurückrollten, donnerte es dumpf hinter ihnen her zwiſchen den Millionen aneinander knirſchender Kieſel. Über mir an den Kreidefelſen hin, zogen ein paar Möwen trägen Fluges, und draußen auf der Höhe blinkten die Segel einiger Fiſcherboote, die von der See hereinkamen nach ſchwerer nächtlicher Arbeit. Wie hatte ich mich gefreut, das alles, was ich ſo lang' entbehrt, endlich einmal wiederzuſehen, und jetzt, als ich es ſah, ließ es mich beinahe kalt.

F. Spielhagen.

(*b*) Nie hat ſich Otto größer gezeigt als damals. Bei der allgemeinen Beſtürzung bewahrte er unerſchütterliche Ruhe; obwohl wenige vom Heere ihm treu blieben, ſchaltete er mit einer Sicherheit, als ob ihm nirgends Hinderniſſe im Wege ſtänden. Hier gerade erprobte er ſich als ein wahrer König, dem die Majeſtät und Hoheit, wie ſie ihm angeboren, durch kein widriges Geſchick geraubt werden kann. Ein mächtiger Graf drohte zu jener Zeit, auch er werde den König verlaſſen, wenn er ihm nicht die Einkünfte einer reichen Abtei unweit Heidelberg verleihen wolle. „Es ſteht geſchrieben," antwortete ihm Otto, „ihr ſollt das Heiligtum nicht den Hunden vorwerfen. Willſt du mich aber wie die anderen verlaſſen, ſo thue es je eher je lieber!" Da errötete der Graf und warf ſich dem König zu Füßen.

W. von Gieſebrecht.

(*c*) Aber unten im Thal, wo die Blume ſich nährt von der Quelle,
Streckt das Dörfchen vergnügt über die Wieſe ſich aus.
Still iſt's hier; kaum rauſcht von fern die geſchäftige Mühle,
Und vom Berge herab knarrt das gefeſſelte Rad.
Lieblich tönt die gehämmerte Senſ' und die Stimme des Landmanns,
Der am Pfluge dem Stier, lenkend, die Schritte gebeut;
Lieblich der Mutter Geſang, die im Graſe ſitzt mit dem Söhnlein,
Das die Sonne des Mais ſchmeichelt in lächelnden Schlaf.

Aber drüben am See, wo die Ulme das alternde Hofthor
Übergrünt, und den Zaun wilder Holunder umblüht,
Da empfängt mich das Haus und des Gartens heimliches Dunkel,
Wo mit den Pflanzen mich einſt liebend mein Vater erzog,
Wo ich froh wie das Eichhorn ſpielt' auf den liſpelnden Äſten,
Oder ins duftende Heu träumend die Stirne verbarg.

J. C. F. Hölderlin.

2. Translate into German :—

a. I got up and walked slowly to the village. All was hushed into quiet; a slight smoke was here and there to be seen; stray cattle were grazing on the outskirts; strangers on horseback seemed to be busily engaged in preparations of some kind or other; and the wretched peasants were seen huddled together in groups, uncertain of the fate that awaited them. As for me, the loss which I had already sustained made me indifferent to any other misfortunes. I had made up my mind to find my relations dead, to see the total ruin of our house, and to know that I was a solitary outcast on the face of the earth, without a wife, without a home, without parents, without a friend. But no; imagination had worked up the picture too highly; for one of the first persons I met on entering our village was my poor mother, who, when she saw me, recollecting all the trouble she had been at to secure my happiness, fell on my neck, and shed a torrent of tears.

James Morier, *Hajji Baba of Ispahan.*

b. (1) If you did not care to do what I told you, why did you not tell me so at once?

(2) There is no denying that the matter looks suspicious.

(3) That is carrying the joke too far.

(4) She ought to have written ere this.

(5) He has not succeeded in convincing me.

(6) Both of them were out of town.

(7) Necessity has no law.

(8) All is well that ends well.

Section II.—Philology and Syntax.

3. Form short sentences to show the metaphorical meaning and the construction of six of the following participles used adjectively (or adverbially) :—bewandert, gewogen, erhaben, beſtürzt, verſeſſen, einverſtanden, verſtohlen, unterſetzt, bemittelt, aufgeräumt.

4. Form, by means of prefixes (not prepositions), derivative verbs (with their meanings) from *any twelve* of these :—Acker, Witwe, blind, Stein, neu, ſtark, Waſſer, Recht, Erde, Rätſel, Seite, Rauch, Luſt, Wurzel, ganz, fertig.

5. Give the meaning, and explain the formation, of *any twelve* of these :—nimmermehr, Sündflut, leſerlich, allmählich, Argwohn, nebſt, meinerſeits, weiland, lebendig, unterdeſſen, launenhaft, lange, ordentlich, allerlei, jeweilen, ein zu leſendes Buch.

6. Give the meanings of, and, if possible, German synonyms (words of the same meaning) for *any twelve* of these:—Zumutung, Geiß, markten, einheimſen, beſchirmen, erheblich, züchtig, Tatze, ruchbar, Kleinod, Dreifaltigkeit, Imme, Inbrunſt, mißlich, Lindwurm, Innung, gleißneriſch, ſich erdreiſten.

7. Give the German for the following sets of words (each set to be formed from the same radical word):—to lie, a lie, liar, mendacious;—to create, creator, creation, creature;—oration, orator, oratorical, eloquence;—to talk (babble), the talk, talker, talkative;—to ride, a ride, rider, cavalier, chivalry, cavalry;—thief, theft, thievish, thievishness;—to serve, servant, service, serviceable, official;—neighbour, neighbouring, neighbourly, neighbourhood.

8. Give the meaning of *any ten* of the following reflexive verbs, and state with what case or preposition they are construed:—ſich fügen, ſich annehmen, ſich erwehren, ſich verpflichten, ſich verlieben, ſich beladen, ſich verwundern, ſich bekümmern, ſich verſtehen, ſich bemeiſtern, ſich unterziehen, ſich erbarmen, ſich verlaſſen, ſich vorbereiten, ſich ſehnen.

9. Give two distinct German words, with the definite article, for each of *any ten* of the following English homonyms (words of more than one distinct meaning):—ear, watch, bed, meal, spring, page, mate, mole, date, lead, bow, beam, bill, seal, bark.

Section III.—Literature.

10. State what you know of two of these writers:—Heinrich von Veldeke, Konrad von Würzburg, Neidhart von Rauental.

11. Specify the schools or literary groups to which the following writers belong, and mention one work of each:—Paul Fleming, Bodmer, Bürger, Gottſched, Voß, Gellert, Schwab, Chamiſſo, Mörike.

12. Name some of the prominent writers of fables; and mention the chief works relating to the animal epic.

13. Characterise Klopſtock's literary activity.

14. Name six of the leading writers of sacred poetry, and give some indication as to the nature of their chief works.

15. State what you know of the lyric and dramatic poetry of the present day.

ARITHMETIC.

Lower Grade.

Monday, 17th June. 10 A.M. to 11.30 A.M.

Candidates are not expected to attempt every question.

All answers sent in should be written out neatly and legibly.

To obtain full marks, *all the steps of the work must be shown*, and such explanation added as is required to indicate the methods adopted.

No marks can be given for results without work.

1. Find the price of 3175 articles at £4 6*s*. 10½*d*. each.

2. How many parcels, each weighing 5 lb. 7 oz., can be made up from goods weighing 6 cwts. 2 qrs. 27 lb. 13 oz.?

3. The area of Scotland is 29785 square miles, and the average number of inhabitants in each square mile is 139. Find the whole population.

4. Resolve 1560, 2574, and 2925 into their prime factors, and hence write down their highest common factor.

5. Simplify—

$$(1)\ \frac{18}{27}+\frac{24}{32}-\frac{55}{60}.$$

$$(2)\ \frac{4\frac{1}{3}+3\frac{1}{4}}{4\frac{1}{3}-3\frac{1}{4}}\div\frac{4\frac{1}{3}\times 3\frac{1}{4}}{4\frac{1}{3}\div 3\frac{1}{4}}.$$

6. Simplify—

$$(1)\ \frac{14\cdot44\times\cdot0133}{\cdot0057\times1\cdot805}.$$

(2) ·325 of £1 3*s*. 4*d*.—·0013 of 2*s*. 6*d*.—·031 of 2*s*. 7*d*.

7. Express 41 yards 9 inches as (1) a vulgar, (2) a decimal fraction of a furlong.

8. One bookseller allows his customers 2*d*. in the shilling discount, and, in addition, 5 per cent. on the remaining price; another simply allows 20 per cent. on the published price of the books. Find which terms are the best for the customer by considering the case when the published price of the books is £6.

9. A man bought 23 baskets of fruit at 4*s*. 6*d*. each. Five baskets proved to be bad and were thrown away. Find at what price per basket he must sell the others so as to get back his original outlay and also make a profit of one guinea on the whole transaction.

10. A debtor, who owes £15040, pays £7238. How much in the pound does he pay?

11. Find the sum which, along with simple interest at four per cent. per annum, will amount to £92 16*s*. in four years.

12. A path, 4½ *feet* wide, is made round a lawn 12 *yards* long and 5 *yards* wide. How many square yards are there in the surface covered by the path?

ALGEBRA.

Lower Grade.

Monday, 17th June. 3 P.M. to 4.30 P.M.

Candidates are not expected to attempt every question.
All answers sent in should be written out fully and carefully.
All the steps of the work must be shown, and any explanation which may be necessary should be added.
All writing and figures should be legible and well arranged.
Attention to these points will secure additional marks.

1. If $a=7$, $b=1$, $c=-1$, find the values of—

   (1) $\frac{1}{2}\{a-3\ (b+2c)\}-\frac{2}{3}\left\{\frac{a-b}{4}-3\ (b-2c)\right\}$;

   (2) $(a+b)\ (a+c)+(b+c)\ (b+a)+(c+a)\ (c+b)$.

2. Simplify the expressions—

   (1) $(x+2y)^2-(x+2y)\ (x-2y)+(x-2y)^2$;

   (2) $(x+1)\ (x-1)\ (x^2+x+1)\ (x^2-x+1)$.

3. (1) Find the highest common factor of $x^4-3x^3+2x^2-x-1$ and $x^4+x^3-2x^2+3x-1$.

   (2) Find the lowest common multiple of x^2+x-2, x^2-3x+2, and x^3+x^2-4x-4.

4. Simplify the expressions—

   (1) $\dfrac{1}{1+\dfrac{1}{1+\dfrac{1}{x}}}$;

   (2) $\dfrac{a^2+2ab+b^2}{a^2+ab+b^2}\times\dfrac{a^2-ab+b^2}{a^2-2ab+b^2}\times\dfrac{a^3-b^3}{a^3+b^3}$.

5. Resolve into factors—

   (1) $4x^2-4xy-15y^2$;

   (2) $(a+2b-3c)^2-(a-2b+3c)^2$.

6. Extract the square root of
   $4x^6-12x^5+28x^3+9x^2-42x+49$.

7. Solve the equations—

   (1) $\dfrac{2+3x}{3+2x}-\dfrac{1-3x}{3-2x}=\dfrac{8x-5}{9-4x^2}$;

   (2) $\dfrac{1+x}{1+2x}-\dfrac{1-x}{1-2x}=\dfrac{4}{15}$.

8. A pedestrian sets out on a journey at the rate of a miles an hour. A horseman, starting b hours later and riding at the rate of c miles an hour, overtakes the pedestrian in d hours. Express d in terms of a, b, and c.

9. Solve the equations—

   (1) $14x+13y-109=7y-6x+9=0$;

   (2) $(b-a)\ x+(a+b)\ y=a^2+b^2$,
   $(a+b)\ x-(a-b)\ y=2ab+b^2-a^2$.

10. A smuggler had a quantity of brandy which he expected to sell for £9 18*s*. When he had sold 10 gallons a revenue officer seized one-third of the remainder. He then sold the rest, but his whole receipts only came to £8 2*s*. Find how many gallons he had at first, and the price per gallon.

11. What is an identity? How does it differ from an equation? Prove the following identity—

$$(x+y+z)\{x(y+z-x)+y(z+x-y)+z(x+y-z)\}=(y+z-x)(z+x-y)(x+y-z)+8xyz.$$

12. Simplify—

$$\left(\frac{1+\sqrt{2}}{2+\sqrt{3}}\right)^2+\left(\frac{1-\sqrt{2}}{2-\sqrt{3}}\right)^2.$$

GEOMETRY.

Lower Grade.

Monday, 17th June. 12 noon to 2 P.M.

Candidates are not expected to attempt every question. All ordinary symbols and contractions are allowed.

Care should be taken to omit no steps of the proofs, and to indicate the previous propositions, etc., on which they depend.

Figures should be accurately drawn, writing legible, and the different steps neatly arranged.

It is not necessary to write out the general enunciations of propositions but the particular enunciations should be given.

Attention to these points will secure additional marks.

1. Define an angle, a triangle, an acute angled triangle, a rectangle.

2. If two sides and the contained angle of one triangle be equal respectively to two sides and the contained angle of another triangle, the two triangles shall be equal in every respect.

   ABC is a triangle having the angle ABC equal to the angle ACB, D and E are points in CA and BA, both produced beyond A, such that $CD=BE$. Show that $BD=CE$.

3. Any two sides of a triangle are together greater than the third side.

   D is any point in the base BC of the triangle ABC, prove that $BC+2AD>AB+AC$.

4. The opposite sides and angles of a parallelogram are equal.

5. Describe a parallelogram that shall be equal to a given triangle, and have one of its angles equal to a given angle.

6. If a straight line be bisected and produced to any point, the sum of the squares on the whole line thus produced, and on the part of it produced, shall be double the sum of the squares on half the line bisected, and on the line made up of the half and the part produced.

   A straight line AB, 20 inches long, is produced to C, and the sum of the squares on AC and BC is 778 square inches; find the position of C.

7. *ABCD*, *CEFG* are squares about the diagonal *ACF* of a square *AHFL*. Show that the quadrilateral *AEFG* is equal to the rectangle *BF*. Hence, or otherwise, show that the rectangle $AF \cdot CF$ is double the rectangle $AH \cdot BH$.

8. Prove that the angle in a semicircle is a right angle.

   Find the locus of the mid-points of all the chords of a circle that pass through a fixed point outside the circle.

9. If a triangle have a given base and a given vertical angle show that the vertex will lie on a circular arc.

   Hence construct a triangle, having given the base, the vertical angle, and the foot of the perpendicular from the vertex.

10. If from a point without a circle two straight lines be drawn, of which one cuts the circle and the other meets it, and if the rectangle contained by the secant and its external segment be equal to the square on the line which meets the circle, that line shall be a tangent to the circle.

    Two circles intersect in *A* and *B*. From *C*, a point in *AB* produced, *CPQ* is drawn meeting one of the circles in *P* and *Q*, and *CT* is drawn touching the other circle in *T*; show that *CT* will also be a tangent to the circle described through the points *P*, *Q*, and *T*.

ARITHMETIC.

Higher Grade.

Monday, 17th June. 10 A.M. to 11.30 A.M.

Candidates are not expected to attempt every question.
All answers sent in should be written out neatly and legibly.
To obtain full marks, *all the steps of the work must be shown*, and such explanation added as is required to indicate the methods adopted.
No marks can be given for results without work.

1. Find the value of a lakh of rupees (100000) in francs, if a rupee be worth 1*s.* 1*d.*, while £1 is worth 25 francs 26 centimes.

2. Simplify—

(1) $$\frac{\frac{1}{7}+\frac{2}{7\times 8}}{\frac{1}{6}+\frac{2}{6\times 7}+\frac{3}{6\times 7\times 8}} \div \frac{5\frac{2}{3} \text{ of } 3\frac{14}{17}}{2\frac{3}{4} \text{ of } 5\frac{10}{11}};$$

(2) $$\frac{3\cdot\dot{5}}{\cdot 0\dot{4}\times 4\cdot\dot{2}\dot{5}}.$$

3. A rate of £1497 17*s.* is to be raised from property of which the rental is £49584. How much is this in the pound?

4. The length, breadth, and thickness of a rectangular block of stone are proportional to 4, $2\frac{1}{3}$, $1\frac{1}{2}$; the volume is 24192 cubic inches. Find the dimensions.

5. By selling potatoes at 16*s.* $11\frac{1}{2}$*d.* a sack, a dealer lost $7\frac{1}{2}$ per cent.; at what price should he have sold in order to have gained $12\frac{1}{2}$ per cent.

6. State and explain the rule for reducing a circulating decimal to a vulgar fraction.

Simplify $\cdot\dot{3}5\dot{1} \times 1\cdot\dot{7}0769\dot{2}3\dot{.}$

7. A and B set out at the same time from two places $3\frac{1}{4}$ miles apart and walk towards each other. The lengths of their steps are as 15 to 14, but while A takes 10 steps B takes 11; find which will reach the mid-point first, and how many yards off the other will then be.

8. A man saves £40 each year, and invests it at the end of the year at 4 per cent. compound interest; find the amount of his savings, correct to the nearest penny, at the end of the fourth year.

9. A cubic foot of water weighs 1000 ounces, and a gallon weighs 10 lb. Find in inches, correct in 2 decimal places, the depth of a cylindrical vessel which contains $2\frac{1}{2}$ gallons, and whose internal diameter is 10 inches, assuming that the area of a circle is 3·1416 times the square on its radius.

10. Distinguish between true discount and banker's discount, and show that the true discount on a sum of money due some time hence at a given rate per cent. is the interest on the present worth of the sum.

If a sum of money be 19 times the true discount on it for a given time at a given rate, and if the interest on the same sum for the same time at the same rate be £2 3*s.* 4½*d.*, find the sum.

ALGEBRA.

Higher Grade.

Monday, 17th June. 3 P.M. to 4.30 P.M.

Candidates are not expected to attempt every question.

All answers sent in should be written out fully and carefully.

All the steps of the work must be shown, and any explanation which may be necessary should be added.

All writing and figures should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. Simplify the expressions—

(1) $$\frac{1}{\frac{2}{3-x}-x}-\frac{2}{\frac{3}{4-x}-x}+\frac{1}{\frac{6}{5-x}-x};$$

(2) $$\left\{x+\frac{(9x-8y)y^2}{x^2-9y^2}\right\}\div\left\{x-y+\frac{7y^2}{x+3y}\right\}$$

2. If $x^2+px+40$ and x^2-x-20 have a common factor, find the possible values of p.

3. Solve the equations—

(1) $$\frac{x+8}{2x+9}-\frac{x-1}{3x-5}=\frac{1}{6};$$

(2) $\begin{cases} 3-\dfrac{7+\dfrac{2x}{y}}{5}=5-\dfrac{5x+9}{3y}, \\ y-\dfrac{4+15y}{6x-2}=\dfrac{2xy-13\frac{3}{8}}{2x+5}. \end{cases}$

4. If $p^2=q^2N+1$, show that $(2p^2-1)^2=(2pq)^2N+1$.

5. Extract the square root of—

   (1) $a^2+b^2+3ab+2(a+b)\sqrt{ab}$;

   (2) $103-20\sqrt{21}$.

6. Define ratio.

   If $\dfrac{a^3+b^3+c^3}{a^2+b^2+c^2}=\dfrac{a^2+b^2+c^2}{a+b+c}$, show that each of these fractions is equal to—

$$\frac{a(b^2+c^2)+b(c^2+a^2)+c(a^2+b^2)}{2(bc+ca+ab)}.$$

7. Solve the equations—

   (1) $x=\sqrt{a^2+x\sqrt{b^2+x^2}}-a$;

   (2) $\dfrac{x}{5+x}+\dfrac{7}{6-4x}=\dfrac{11x}{11x-8}$;

   (3) $x^2+y^2+x+y=3xy=18$.

8. A journey of $399\frac{1}{2}$ miles is performed by a train in a certain time; if the average speed were reduced $4\frac{1}{2}$ miles an hour, the journey would take 54 minutes longer. Find the time taken in each case.

9. If A vary as B, when C is constant, and as C, when B is constant, then A will vary as BC when both B and C vary.

   If x vary directly as the cube of y and inversely as the square of z, and if $x=1$ when $y=\frac{3}{2}$ and $z=\frac{2}{3}$; find z when $x=3$ and $y=18$.

10. Obtain an expression for the sum of n terms of an arithmetic progression of which a is the first term, and b the common difference.

    If s_1 be the sum of the first n terms of an arithmetic series, s_2 the sum of the next n terms, and so on, show that—

$$s_1+s_4=s_2+s_3.$$

11. Define the harmonic mean of two quantities, and prove that it is less than the arithmetic mean.

    Find the 9th, 10th, and 11th terms of a harmonic progression of which 1 is the first term and 2 the sixth.

GEOMETRY.

Higher Grade.

Monday, 17th June. 12 noon to 2 P.M.

Candidates are not expected to attempt every question.

All ordinary symbols and contractions are allowed.

Care should be taken to omit no steps of the proofs, and to indicate the previous propositions, &c. on which they depend.

Figures should be accurately drawn, writing legible, and the different steps neatly arranged.

Attention to these points will secure additional marks.

1. Define a point, a line, a straight line, a surface, a plane surface.

   Show that Euclid's definition of a plane surface affords a practical test by which we may find whether a given surface be plane or not.

   Give an instance of a surface on which, though not plane, straight lines may be drawn.

2. The opposite sides and angles of a parallelogram are equal, and either diagonal bisects the parallelogram.

   AC and DF are two straight lines bisected in B and E. Parallel straight lines AP, BQ, CR meet another set of parallels DP, EQ, FR, in P, Q, R. Show that PQR is a straight line and that it is bisected in Q.

3. In every triangle the square on the side subtending an acute angle is less than the sum of the squares on the sides containing that angle by twice the rectangle contained by either of these sides and the part of it intercepted between the perpendicular from the opposite vertex and the acute angle.

   H is the point of intersection of the altitudes AD, BE, CF in the triangle ABC, prove that—

   $$\tfrac{1}{2}(BC^2+CA^2+AB^2)=\pm AH\cdot AD\pm BH\cdot BE\pm CH\cdot CF,$$

   showing in what cases the various signs are to be taken.

4. The opposite angles of a quadrilateral inscribed in a circle are supplementary.

   Two circles intersect at A and B, P is any point on one of the circles, double chords PAQ, PBR are drawn through P, and PT is the tangent at P; show that PT is parallel to QR.

5. Inscribe a regular polygon of 15 sides in a given circle.

   On a given base describe a triangle whose angles are 36°, 60°, and 84°.

6. ABC is an equilateral triangle, points P, Q are taken on the sides AB, CA so that $AP=CQ$, and BQ meets CP in L. Show that L lies on a circle which touches AB and AC.

7. If a straight line cut two sides of a triangle proportionally, it shall be parallel to the third side.

   AB and CD are parallel tangents to a circle meeting it at B and D, AC touches the circle at E, AD and BC intersect in F. Show that EF is parallel to AB.

8. The plane angles which contain any solid angle are together less than four right angles.

Show that only three kinds of pyramids can be constructed whose bases are regular polygons and whose slant sides are equilateral triangles.

9. D, E, F are the mid-points of the sides of a triangle, X, Y, Z the feet of the altitudes. Show that the straight lines drawn perpendicular to DX, EY, FZ from their mid-points are concurrent in a point; and prove that this point is the centre of a circle which passes through D, E, X, and Y.

ELEMENTARY TRIGONOMETRY AND LOGARITHMS.

Higher Grade.

Monday, 24th June. 10 A.M. to 11.30 A.M.

Candidates are not expected to attempt every question. Ordinary contractions may be used.

All answers sent in should be written out fully and carefully, showing all steps of the work.

Figures should be accurately drawn, and writing should be legible and neatly arranged.

Attention to these points will secure additional marks.

1. Define a radian (the unit of circular measure of angles) and show how to express it in degrees.

A person can distinguish an object that subtends half a minute at his eye; how many yards off can he see a halfpenny whose diameter is one inch?

2. Write out a table giving the sines, cosines, tangents, cotangents, secants and cosecants of the angles, 0°, 30°, 45°, 60°, and 90°.

3. Find all the values of θ between -2π and $+2\pi$ which respectively satisfy the equations

(1) $2\cos^2\theta+\sin\theta=2$;

(2) $\sin^2\theta+\sec^2\theta=2\frac{1}{2}$.

4. Give geometrical proofs of the formulæ

(1) $\cos(A-B)=\cos A\cos B+\sin A\sin B$,

(2) $\cos A+\cos B=2\cos\frac{1}{2}(A+B)\cos\frac{1}{2}(A-B)$.

5. Prove that

(1) $\sin 2A=2\sin A\cos A$,

(2) $\cos 2A=\cos^2 A-\sin^2 A$,

(3) $\dfrac{\sin 2A+\sin A}{1+\cos 2A+\cos A}=\dfrac{\sin 2A-\sin A}{1+\cos 2A-\cos A}$.

6. Express the area of a triangle in terms of one side and two angles.

The angles of a triangle are 45°, 60°, 75°, and the longest side is 10 feet, find its area.

7. Prove that $\log ab = \log a + \log b$.

Employ a table of logarithms to find

$$(1)\ \frac{4316 \times 5294}{(3172)^2}, \quad (2)\ \sqrt[4]{\cdot 51634}.$$

8. Show that in any triangle

$$\tan \frac{A-B}{2} = \frac{a-b}{a+b} \cot \frac{C}{2},$$

and state the use of this formula in the solution of triangles.

9. A straight path CDB leads to B, the top of a hill, on the summit of which is a vertical flagstaff AB, which subtends angles of 55° and 60° at points C and D in the path. If BD be 30 and CD 95 feet, find the angle which the direction of the path makes with the horizontal plane.

ALGEBRA.

Honours Grade.

Monday, 17th June. 3 P.M. to 4.30 P.M.

Candidates are not expected to answer every question, but all the work sent up should be fully and carefully written out. Additional marks will be given for neatness and good style.

1. Prove that if a quadratic expression $ax^2+2hx+b$ has the same value for more than two values of x, it has the same value for all values of x; and find that value.

Hence show, without multiplying out, that the expression

$$3\,(x-7)\,(x-4)-5\,(x-4)\,(x-9)+2\,(x-9)\,(x-7)$$

has always the same numerical value.

2. Define a quadratic surd, and prove that no real quadratic surd can be equal to a rational quantity together with another quadratic surd.

Simplify

$$\frac{\sqrt{3}-\sqrt{2}}{1+\sqrt{2}+\sqrt{3}+\sqrt{6}} + \frac{\sqrt{6}-\sqrt{3}}{1+\sqrt{3}+3\sqrt{2}+\sqrt{6}} - \frac{\sqrt{6}-\sqrt{2}}{1+\sqrt{2}+2\sqrt{3}+\sqrt{6}}.$$

3. Solve the equations—

(i) $(x-1)\,(x-2)\,(x-3)=(4-1)\,(4-2)\,(4-3)$;

(ii) $\sqrt{x}+\sqrt{y}=7$,
$x\sqrt{x}+y\sqrt{y}=91$.

4. Four numbers are in arithmetical progression, and the first, second, and fourth are in geometrical progression. Prove that they are in the ratio of the numbers $1 : 2 : 3 : 4$.

5. Find the sum of the squares of the first n natural numbers.

Show that the sum of the squares of the first n odd numbers is

$$\frac{(2n-1)\,2n\,(2n+1)}{6}.$$

6. Prove the formula giving the number of selections of r things that can be made from n things, all different.

If this number be called ${}_nC_r$, prove (from first principles if you can) that

$$ {}_nC_r = {}_{n-1}C_{r-1} + {}_{n-1}C_r. $$

7. Assuming the binomial theorem for a positive integral index, prove it for a positive fractional index.

Apply it to find the cube root of 128 to five places of decimals.

8. Show how the variation in value of the quadratic expression $ax^2+2hx+b$ may be graphically represented, and state how, in your diagram, the peculiarities of the three cases when h^2-ab is respectively positive, zero, and negative are exhibited.

9. Find two unequal quantities such that each is the square of the other; and prove that their sum is -1, and their product unity.

If they be t, u, prove that

$$ (x+yt+zu)\ (x+yu+zt) = x^2+y^2+z^2-yz-zx-xy. $$

GEOMETRY.

Honours Grade.

Monday, 17th June. 12 noon to 2 P.M.

Candidates are not expected to attempt every question.
All ordinary symbols and contractions are allowed.
Care should be taken to omit no steps of the proofs, figures should be accurately drawn, writing should be legible and work neatly arranged. Attention to these points will secure additional marks.

1. If $ABCD$ be a cyclic quadrilateral, O any point on the circumscribing circle, OP, OQ perpendiculars to any two opposite sides, and OE the diameter of the circle, prove that

$$ OA \cdot OB \cdot OC \cdot OD = OP \cdot OQ \cdot OE. $$

2. Prove that the locus of the third vertex of a triangle of fixed shape, one of whose vertices is fixed, while a second moves along a fixed straight line, is a straight line.

Hence show how to construct an equilateral triangle, one of whose vertices is fixed and the other two lie respectively on two fixed straight lines.

3. Prove that parallel planes cut all straight lines that meet them proportionally.

Hence prove that a cube can be cut by a plane so that the section shall be a regular hexagon, and that the plane is perpendicular to a diagonal.

4. If a transversal meet the sides of a triangle BC, CA, AB in P, Q, R, respectively, prove that

$$ BP \cdot CQ \cdot AR + PC \cdot QA \cdot RB = 0. $$

$ABCD$ is a parallelogram, X, Y are points on AB, CD such that XY is parallel to BC, and Z, W are points on BC, AD such that WZ is parallel to AB, prove that WX, ZY intersect on the diagonal BD, and WY, ZX on AC.

5. Prove that the three perpendiculars from the vertices of a triangle on the opposite sides meet in a point.

A point O is taken within a triangle ABC, and the lines AO, BO, CO cut the opposite sides in P, Q, R; if the rectangles $AO \cdot OP$, $BO \cdot OQ$, $CO \cdot OR$ be equal, show that O is the orthocentre.

6. Prove that any straight line, drawn from a given point to cut a given circle, is divided harmonically by the circle, and the polar of the point.

Hence show, assuming the harmonic properties of a complete quadrilateral, how to draw the polar of a given point with respect to a given circle by means of the ruler alone.

7. Define the radical axis of two circles, and show how to find its position. Prove that the square on the tangent, drawn to the one circle from a point on the other, is proportional to the distance of that point from the radical axis.

8. Define a centre of similitude of two circles. How many are there? Show that the line joining the points of contact of any circle that touches two fixed circles will pass through one of two fixed points, and distinguish the cases.

9. If the base of a triangle, and its circumscribing circle be fixed, prove that the centres of the inscribed and the three escribed circles lie on two fixed circles that pass through the extremities of the base, and cut each other orthogonally.

TRIGONOMETRY AND LOGARITHMS.

Honours Grade.

Monday, 24th June. 10 A.M. to 11.30 A.M.

Candidates need not attempt to answer all the questions, but all the work shown up should be carefully written, and no steps of the proofs should be omitted.

The necessary figures should be accurately drawn.

Attention to these points will secure additional marks.

1. Define completely the sine and the cosine of an angle; and trace, by means of two curves, their variation in value as θ changes from $-\pi$ to π.

2. Prove geometrically that

$$\tan\tfrac{1}{2}A = \frac{1-\cos A}{\sin A},$$

and assuming the values of the sine and cosine of 30° and of 45°, show that

$$\tan 7\tfrac{1}{2}° = (\sqrt{3}-\sqrt{2})(\sqrt{2}-1).$$

3. Show that in any triangle

(i) $\tan A = \dfrac{a\sin B}{c - a\cos B}$;

(ii) $\sin A + \sin B - \sin C = 4\sin\tfrac{1}{2}A \sin\tfrac{1}{2}B\cos\tfrac{1}{2}C$.

4. Prove that the area of a triangle is equal to $\frac{1}{2}bc \sin A$; and show that the area of a cyclic quadrilateral whose sides are a, b, c, d is equal to

$$\sqrt{(s-a)(s-b)(s-c)(s-d)}, \text{ where } 2s = a + b + c + d.$$

5. If $\cos A + \cos B + \cos C = 0,$
and $\sin A + \sin B + \sin C = 0,$
show that $\cos(A-B) = \cos(B-C) = \cos(C-A) = -\frac{1}{2},$
and $\sin(A-B) = \sin(B-C) = \sin(C-A) = \pm\frac{\sqrt{3}}{2}.$

6. Show that the distance of the centre of the 9-points circle from the angle A of the triangle ABC is $\frac{1}{2}\sqrt{b^2 + c^2 - a^2 + R^2}$.

7. The elevation of a mountain's top from a point on the sea level is 10°; at another point in the vertical plane containing the peak and the first point, at a horizontal distance from this point of 5000 yards, and 400 feet above the sea the angle of elevation of the peak is 20°; show that the height of the mountain, expressed in feet, is 15000 sin 20° — 400 cos 20°; and work this out by the aid of tables to within one inch.

8. If $\cos\theta + \sqrt{-1}\sin\theta = z$, express $\cos n\theta$ in terms of z, and show that

$$2^{2n-1}\cos^{2n}\theta = \cos 2n\theta + 2n\cos(2n-2)\theta + \frac{2n(2n-1)}{1 \cdot 2}\cos(2n-4)\theta + \ldots,$$

carefully writing down the last term.

9. Sum the series:

$$\sin x + \sin 3x + \ldots + \sin(2n-1)x,$$

and deduce the sum of the numerical series

$$1 + 3 + 5 + \ldots + 2n - 1.$$

Prove that

$$\tan^{-1}\tfrac{1}{2} + \tan^{-1}\frac{1}{2 \cdot 2^2} + \tan^{-1}\frac{1}{2 \cdot 3^4} + \tan^{-1}\frac{1}{2^2} + \ldots \text{ to } n \text{ terms}$$

is equal to $\tan^{-1}\dfrac{n}{n+1}$.

ELEMENTS OF DYNAMICS.

Additional Mathematical Subject.

Monday, 24th June. 2 P.M. to 3.30 P.M.

Candidates need not attempt to answer all the questions. All the work should be written out fully and carefully, giving all the steps of the proofs and the detailed work of the calculations. Additional marks will be given for neatness, good style, and carefully-drawn figures.

1. Define velocity and acceleration.

A railway engine moving with uniform acceleration is found to have a velocity of 20 miles an hour. One minute afterwards its velocity is found to be 25 miles an hour. Find the average speed and the acceleration during the interval, and express them in terms of feet and seconds.

2. A body falls from rest. Prove the equations

$$v=gt,\ s=\tfrac{1}{2}gt^2$$

without employing previous formulæ and explain the meaning of each letter employed.

A falling body that started from rest passes two points in a vertical line 80 feet apart at an interval of one second. Find how far it had fallen before reaching the first point, assuming $g=32$ feet per second per second.

3. Enunciate the proposition known as the parallelogram of forces. Three forces acting at a point are in equilibrium. One force is given in magnitude and direction, and the directions of the other two forces are given. Show how to find their magnitudes.

A mass of 9 lbs. hangs by a string 13 inches long, and is drawn 5 inches from the vertical by a horizontal string. Find the tensions of both strings.

4. Define centre of inertia (gravity), and find the centre of inertia of a uniform plane triangle.

ABC is a triangle and P is any point. Show that the resultant of the forces represented by PA, PB, PC must pass through the centre of inertia of ABC.

5. A mass rests on a smooth inclined plane, being supported by a force acting up the plane. Find the ratio of this force to the weight of the mass.

Show that if the supporting force were inclined to the plane it would require to be increased in magnitude.

6. A railway train weighing 200 tons is driven at a speed of 15 miles an hour against a resistance equal to a force of 25 lbs. weight per ton. Find the work done by the engine in 5 minutes and the horse-power exerted.

7. Show how the specific gravity of a substance heavier than water may be obtained.

The specific gravity of a body is $10\frac{1}{4}$, its weight in water is 2 lbs. 5 oz. Find its weight in air.

8. Describe the force-pump.

It is required to raise water 100 feet from the surface of a reservoir by means of a force-pump, which is placed 20 feet above the surface of the water. If the area of a section of the piston be $12\frac{1}{2}$ square inches, apply the principle of work to find the force along the piston rod required to work the pump (1) during the up-stroke, (2) during the down-stroke, assuming that a cubic foot of water weighs $62\frac{1}{2}$ lbs.

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

HIGHER GRADE AND HONOURS.

Monday, 24th June. 4 P.M. to 5.30 P.M.

Candidates need not attempt to answer all the questions, but all work sent in should be full and careful, and no steps of the proofs or explanations of the constructions should be omitted. Figures should be accurately drawn. Attention to these points will secure additional marks. All ordinary symbols and contractions are allowed.

1. Define a conic section, and show how the definition enables you to distinguish between the three classes of conics.

   Explain mechanical methods of describing a parabola and an ellipse.

2. If P be any point of a parabola, S the focus, and Z the point where the tangent at P meets the directrix, prove that PSZ is a right angle.

   If A be the vertex, and the tangents at A and P intersect in V, and YQ be the perpendicular from Y on SZ, show that $YQ=SA$.

3. OP, OQ are tangents to a parabola, and OBV is drawn parallel to the axis meeting the parabola in B and PQ in V, prove that $PV=VQ$ and $OB=BV$.

   OP, OQ are met by another tangent in R and S, and the diameters through R and S meet PQ in K and L; show that PQ is equal to twice KL.

4. The rectangles contained by the respective pairs of segments of two intersecting chords of a parabola are proportional to the parameters of the diameters which bisect the chords.

5. Give a construction for finding where a given straight line parallel to the axis cuts a conic whose focus, directrix, and eccentricity are given.

   If this line meet the directrix in M and the conic in Q, Q', and if V be the mid-point of QQ', show that MV is of constant length.

6. If AA' be the transverse axis of a central conic, and PN be the ordinate drawn to AA' from a point P on the curve, prove from the elementary definition that PN^2 bears a constant ratio to $AN \cdot NA'$.

7. Show that the feet of the perpendiculars drawn from the foci of an ellipse to any tangent lie on a fixed circle.

8. AB is a fixed straight line, and on AB as chord any circular arc APB is described. If the arc AP be one-third of APB, show that the locus of P is a hyperbola whose focus is A; and find its vertices.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

HIGHER GRADE AND HONOURS.

Monday, 24th June. 12 noon to 1.30 P.M.

Candidates need not attempt to answer all the questions, but all the work should be very carefully written, and no steps of the proofs should be omitted. The answers should be accompanied by carefully drawn figures. Attention to these points will secure additional marks.

Except in Questions 1 and 5, the co-ordinate axes may be assumed to be rectangular.

1. Explain fully what is meant by saying that x and y are the coordinates of a point P.

   Find the coordinates of the points of trisection of the line which joins the points (9, 6), (3, 12).

2. Obtain the equation of the straight line which joins the points (x_1, y_1), (x_2, y_2).

   $x=a$, $x=a'$, $y=b$, $y=b'$, are the equations to four lines. Find the equations of the two lines joining their points of intersection, and the coordinates of the point where these two lines intersect.

3. Prove that the equation

$$x \cos \alpha + y \sin \alpha = p$$

   represents a straight line, and determine the meanings of α and p.

   Find the equations to the bisectors of the angles between the lines whose equations are

$$6x+5y=7,$$
$$5x+6y=4.$$

4. Obtain an expression for the area of the triangle whose vertices are (x_1, y_1), (x_2, y_2), (x_3, y_3).

   In the expression $X(y_2-y_3)+x_2(y_3-Y)+x_3(Y-y_3)$ I substitute for X and Y firstly $\frac{1}{3}(x_1+2x_2)$, $\frac{1}{3}(y_1+2y_2)$; and secondly $\frac{1}{3}(x_2+2x_1)$ $\frac{1}{3}(y_2+2y_1)$. On adding the results, I obtain $x_1(y_2-y_3)+x_2(y_3-y_1)+x_3(y_1-y_2)$. Explain this result *geometrically*.

5. Obtain formulae for transforming an equation from a system of rectangular axes to a system of oblique axes in which the origin and the axis of x are the same as before.

   Transform $y^2=4ax$, (the axes being rectangular,) to a system in which the origin and the axis of x remain the same, but the angle between the new axes is 60°.

6. Obtain the equation to a circle whose centre is (p, q) and whose radius is r.

   Draw the circle $x^2+y^2+x-5y=6$, and find the coordinates of its centre and the lengths of the intercepts which it makes on the axes.

7. What is the condition that two circles may cut orthogonally?

   Find the equation to a circle with centre (a, b) which cuts the circle $x^2+y^2+ax+by=0$ orthogonally.

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

HIGHER GRADE AND HONOURS.

Monday, 24th June. 2 P.M. to 3.30 P.M.

Candidates need not attempt to answer all the questions. All the steps of the proofs should be given, and any explanations which may be necessary should be added. Additional marks will be given for neatness, good style, and careful figures.

1. Explain how a force may be completely represented by a straight line, and state "The Parallelogram of Forces."

   Four forces are completely represented by the straight lines AB, AC, BD, CD; show that their resultant is represented by a line equal to $2AD$, and find where this lines cuts BC.

2. When the centres of mass of a body, and of a given part of it, are known, how can the centre of mass of the remainder be found?

   From the corner of a uniform thin square whose side is 20 inches, a rectangle 12 by 10 inches is removed: find the distance of the centre of mass of the remainder from each of the uncut sides.

3. Define the "coefficient of friction" between two bodies in contact.

   A body rests on an inclined plane of angle α, the coefficient of friction being μ. It is found that a force P will just pull the body up the plane, and that a force Q will just prevent it from sliding down, P and Q acting in each case parallel to the steepest line in the plane. Find the weight of the body, and prove that

$$\mu = \frac{P-Q}{P+Q} \tan\alpha.$$

4. Define the terms "component" and "resultant"; and prove that: (1) the sum of the components in any direction of two forces in a plane is equal to the component of their resultant in the same direction, and (2) the sum of the moments of two forces in a plane about any point in that plane is equal to the moment of their resultant about the same point.

5. What is meant by "relative velocity?" If a body P have a velocity represented by the line AB, and a body Q a velocity represented by the line BC, find the velocity of P relative to Q.

   A train is travelling at the rate of 45 miles per hour, and a bullet, fired through and at right angles to the window of a compartment 6 feet 8 inches wide, is seen to pass out 4 inches from the point exactly opposite the first hole. Calculate (1) the actual velocity of the bullet, (2) its apparent velocity as observed by a person in the carriage.

6. Enunciate the second and third laws of motion.

   From a gun of length 40 feet 4 inches and mass 60 tons, a shot of mass half a ton is discharged with a muzzle velocity of 1200 feet per second. If the gun's recoil is unchecked till the shot has left, find the gun's velocity as the shot leaves, and assuming the acceleration of the shot constant find it, and the time spent in the passage through the gun.

7. Prove, by any method, that the acceleration towards the centre when a body is describing a circle of radius r with velocity v is equal to $\frac{v^2}{r}$.

A mass of 14 pounds is moving on a smooth horizontal table inside a smooth hoop of $3\frac{1}{2}$ feet radius, completing one revolution per second. Find the pressure on the hoop, in pounds, assuming that $\pi=\frac{22}{7}$, and $g=32$ feet per second per second.

8. Distinguish between "whole pressure" and "resultant pressure."

A hollow light cone, with a small hole at the vertex, rests full of liquid with its base on a horizontal plane. Find the resultant pressure of the liquid on the base of the cone, and that of the base of the cone on the plane. Explain the difference in your results.

9. Describe the action of some simple form of air pump, and state on what its rapidity depends.

The barometer gauge of an air pump stands at 768 m.m. to begin with: after three strokes it is lowered to 324 m.m.: what will it be reduced to after three more strokes?

BOOK-KEEPING.

Friday, 21st June. 10 A.M. to 12.30 P.M.

Candidates are only required to answer two parts of Question 1 *and one part of Question* 2.

1. Define briefly the following terms:—

(1) Bill of Exchange.
(2) Assets.
(3) Capital.
(4) Invoice.
(5) Letter of Credit.
(6) To take Stock.

2. (1) What are the principal objects to be aimed at in keeping books?

(2) What advantages has the double-entry system over the single-entry system?

(3) Give two forms of a trial balance sheet, and state the reasons for making one.

3. The following is the Balance Sheet of Henry Fleming, Corn Merchant, Glasgow, at 1st January, 1895:—

ASSETS.

	£	s.	d.
Premises	1,500	0	0
Goods	3,200	15	0
C. Jamieson	33	10	0
Jn. Kerr & Co.	76	2	6
Lane & Nimmo	123	10	0
Bills receivable	225	0	0
Clydesdale Bank	190	15	6
Cash	25	7	0
	£5,375	0	0

LIABILITIES.

	£	s.	d.
Capital - - - - -	4,893	10	0
A. Marshall - - - -	216	10	0
Stuart & Nisbet - - - -	155	0	0
Bills payable - - - -	110	0	0
	£5,375	0	0

Open ledger accounts for these balances. It is unnecessary to make any journal entries for them. They may be entered in the ledger as if carried down from the previous year.

The following are Henry Fleming's transactions for January, 1895:—

			£	s.	d.
January	4.	Discounted bill receivable due 4th April next -	100	0	0
,,	,,	Discount thereon - - - -	1	5	0
,,	,,	Proceeds lodged in Bank - - -	98	15	0
,,	,,	Bill payable due to-day, met - - -	65	0	0
,,	,,	Cheque drawn to pay same - - -	65	0	0
,,	7.	Goods purchased - - - -	296	5	0
,,	,,	Cheque drawn to pay same - - -	296	5	0
,,	,,	Paid freights (in cash) - - - -	7	7	6
,,	,,	,, A. Marshall - - - -	193	18	0
,,	,,	Discount allowed by him - - - -	22	12	0
,,	,,	Cheque drawn to pay him - - -	193	18	0
,,	8.	Goods sold - - - - -	572	6	6
,,	,,	Cash received for same lodged in Bank - -	572	6	6
,,	12.	Bill receivable, due by John Kerr & Co., to-day, sent to Bank for collection - - -	75	0	0
,,	,,	Proceeds credited by Bank - - -	75	0	0
,,	16.	Received from Lane & Nimmo - - -	117	6	6
,,	,,	Discount allowed them - - - -	6	3	6
,,	,,	Lodged in Bank - - - - -	117	6	6
,,	,,	Bill credited on 12th, returned through the Bank dishonoured - - - - -	75	0	0
,,	,,	Bank charges on same - - - - -	0	15	6
,,	,,	Cheque drawn to repay the Bank - -	75	15	6
,,	21.	Paid cost of addition to premises - -	100	0	0
,,	,,	Cheque drawn to pay same - - -	100	0	0
,,	25.	Drawn by Henry Fleming - - -	25	0	0
,,	,,	Cheque drawn for same - - - -	25	0	0
,,	26.	C. Jamieson, who has become bankrupt, pays 10*s.* per £, composition received (in cash) - -	16	15	0
,,	31.	Paid wages (in cash) - - - -	22	5	0
,,	,,	Paid taxes (in cash) - - - -	8	1	3

In actual practice the above entries would probably be entered in a cash book with special columns for the *Bank* and *Discount* entries. It is desired that such a cash book be framed, and the entries for recording the above transactions made therein and posted therefrom direct to the ledger accounts.

After posting the above entries, frame journal entries for the following :—

Write off the loss on C. Jamieson's account.

Write 5 per cent. off premises for depreciation.

[If the Candidate has not been taught to use a columnar cash book, he may make such cash book and journal entries as he finds necessary to record the transactions, and post same to ledger accounts. He would, however, find the work shortened by working the question as recommended.]

Then frame a profit and loss account, and, after carrying the balance thereon to the debit or credit of Henry Fleming's capital account, frame a balance-sheet.

The goods on hand at 31st January are valued at 3,096*l.* 19*s*

COMMERCIAL ARITHMETIC—First Paper.

Friday, 21st June. 2 P.M. to 2.30 P.M.

This paper will be taken up at the end of *half an hour*, when the other paper will be given out.

The sums are not to be copied out.

Add the *columns* placing the answers in the spaces provided. More importance will be attached to accuracy than to quickness.

Fill this in first { *Name of School*_____
*Name of Pupil*_____

£	s.	d.	tons	cwts.	qrs.	lb.	oz.	miles	fur.	poles	yds.	ft.	in.
641,235	6	4	13	13	3	21	14	141	3	16	4	2	8
313,721	10	10	41	15	0	17	8	216	7	25	2	1	5
28,156	9	9	2	10	1	10	11	3	6	35	3	2	10
534,785	14	11	21	4	2	16	8	31	5	26	2	0	9
190,876	8	6	—	14	0	18	13	322	4	17	5	2	6
828,739	19	7	4	2	3	5	12	51	2	33	4	1	4
245,624	14	8	81	18	2	10	10	—	6	24	1	0	8
313,977	18	10	—	13	3	16	9	412	4	16	3	2	11
82,493	7	9	12	4	1	20	10	94	0	38	4	1	7
737,926	16	5	—	16	0	13	4	—	5	26	0	2	9
158,591	15	11	32	10	3	14	10	10	6	16	1	1	11
827,197	12	8	1	12	1	26	8	37	2	19	3	2	8
238,946	13	3	42	5	0	8	11	263	7	36	4	0	6
442,839	19	7	—	19	3	27	15	41	5	14	1	2	0
190,164	11	9	24	0	0	5	10	813	4	20	2	1	10
324,635	8	0	9	16	2	16	4	31	7	29	1	2	9
71,296	10	6	31	3	1	20	12	428	2	9	5	0	7
428,003	2	10	2	0	0	17	5	341	6	37	0	2	5
18,795	0	9	21	16	2	14	3	12	4	28	4	2	10
630,682	15	8	13	4	3	18	15	4	3	6	3	0	2
918,326	9	2	8	15	1	9	9	544	5	32	3	1	11

COMMERCIAL ARITHMETIC—Second Paper.

Friday, 21st June. 2.30 P.M. to 4 P.M.

Candidates are not expected to attempt every question.

All answers sent in should be written out fully and carefully. *To obtain full marks, all the steps of the work must be shown*, and any explanations which may be necessary should be added. All the writing and figures should be legible and neatly arranged.

No marks can be given for results without work.

1. Make out a bill for:—
   47 lb. 4 oz. of tea at 1*s.* 10*d.* per lb.,
   38 lb. 8 oz. of sugar at 2½*d.* per lb.,
   18 yds. 18 in. of linen at 8½*d.* per yd.,
   282 boxes of matches at 2½*d.* per dozen,
   deducting 5 per cent for ready-money payment.

2. The average weight of the crew of an eight-oared boat, including the coxswain, is 10 stone 12 lb., but, excluding the coxswain, it is 11 stone 2 lb.; find the weight of the coxswain.

3. A boy spends ·125 of his money in one shop and ·875 of the rest in another. If he has 10½*d.* left, how much had he at first?

4. (1) Find the value of ·21875 of £2 10*s.*
   (2) Reduce 15 cwt. 3 qrs. 20 lb. to the decimal of 10 tons, correct to 3 decimal places.

5. A man invests £840 in the 2¾ per cents. at 99, and £1470 in the 4 per cents. at 126; find the average rate of interest per cent. which he obtains.

6. A manufacturer combines 3 gallons of a mixture which contains 15 per cent. of water with 2 gallons of one containing 10 per cent. of water, and adds one gallon of water. Find the percentage of water in the resulting mixture.

7. Explain how to express a given sum of money at sight as a decimal of £1, taking as examples 13*s.* 5½*d.* and 1*s.* 0½*d.*, and writing down each as a decimal true to 3 decimal places.

8. What is the least exact number of years for which a sum of money must remain at 10 per cent. compound interest in order that the resulting amount may be more than double the original sum.
   Find, to the nearest penny, the amount to which £1000 would increase in that number of years.

9. A company whose head office is in Edinburgh carries on trade in Mexico, and the profits remitted in one year amount to 182441 dollars. The capital of the company is £250000 ordinary stock, and it has also £100000 of preference stock. If the rate of exchange for a dollar be 23·45 pence, find to the nearest pound how much of the profits remain after paying a dividend of 4 per cent. on the preference and 5 per cent. on the ordinary stock.

LEAVING CERTIFICATE, 1895.

THE EXAMINATION WAS HELD AT 211 CENTRES.

RESULTS of EXAMINATION for LEAVING CERTIFICATES held by the SCOTCH EDUCATION DEPARTMENT from the 17th to the 25th of June (inclusive).

I.—HIGHER CLASS SCHOOLS.

Number of Schools from which Candidates were presented for Examination.	Total Number of Candidates.	Number of Papers taken.
68	5,000	19,338

II.—STATE-AIDED SCHOOLS.

Number of Schools from which Candidates were presented for Examination.*	Total Number of Candidates.	Number of Papers taken.
202	8,173	20,628

* Excluding Schools from which Pupil-teachers only were presented.

I.—LIST of HIGHER CLASS SCHOOLS at which the EXAMINATION was held.

Aberdeen Girls' High School.
Aberdeen Grammar School.
Aberdeen, Robert Gordon's College.
Anstruther, Waid Academy.
Arbroath High School.
Ayr Academy.
Beith, Spier's School.
Brechin High School.
Callander, M'Laren High School.
Crieff, Morrison's Academy.
Cupar, Bell Baxter School.
Dollar Institution.
Dumfries Academy.
Dundee High School.
Dunfermline High School.
Edinburgh Academy.
Edinburgh, Daniel Stewart's College.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
Edinburgh, George Watson's Boys' College.
Edinburgh, George Watson's Ladies' College.
Edinburgh Institution.
Edinburgh, Ladies' College.
Edinburgh, Merchiston Castle School.
Edinburgh, Royal High School.
Edinburgh, St. George's High School for Girls.
Elgin Academy.
Falkirk High School.
Forfar Academy.
Fraserburgh Academy.

Galashiels Academy.
Galashiels, Gala High School.
Glasgow Academy.
Glasgow, Allan Glen's School.
Glasgow High School.
Glasgow, Hutchesons' Boys' Grammar School.
Glasgow, Hutchesons' Girls' Grammar School.
Glasgow, Kelvinside Academy.
Glasgow, St. Aloysius' College.
Greenock Academy.
Haddington, Knox Institute.
Hamilton Academy.
Inverness College.
Inverness, Craigneish Ladies School.
Inverness, New Glenmoriston College.
Inverness Royal Academy.
Irvine Royal Academy.
Kelso High School.
Kirkcaldy High School.
Kirkcudbright Academy.
Linlithgow Academy.
Montrose Academy.
Musselburgh, Windsor Park School.
Nairn, Rose's Academical Institution.
Newton Stewart, Ewart High School (Boys).
Newton Stewart, Ewart High School (Girls).
North Berwick High School.
Paisley Grammar School and Academy.
Peebles, Burgh and County High School.
Perth Academy.
Perth, Sharp's Institution.
Polmont, Blairlodge School.
St. Andrews, Madras College.
Stirling High School.
Stonehaven, Mackie Academy.
Stranraer High School.
Tain Royal Academy.
Tayport Victoria College.

II.—List of State-aided Schools from which Candidates were presented for Examination.

Aberdeen, Ferryhill Public School.
Aberdeen, Practising Church School.
Aberlour Public School.
Abernethy and Kincardine, Abernethy Public School.
Airdrie Academy Public School.
Alloa Academy Public School.
Alloa Sunnyside Public School.
Alva, Park Place Public School.
Alvah Public School.
Alyth Public School.
Annan Academy Public School.
Ardrossan Academy.
Avondale, Crosshill Public School.
Banchory Ternan Central Public School.
Banff (Burgh) Public School.
Bathgate Academy.
Beith Academy Public School.
Bellie, Fochabers, Milne's Institution.
Biggar, South Public School.
Blairgowrie Public School.
Bonhill, Alexandria North Public School.
Borgue Public School.
Bothwell, Uddingston Public School.
Botriphnie Public School.
Boyndie Public School.
Broughty Ferry, Grove Academy Public School.
Burntisland (Burgh) Public School.
Cambuslang, Kirkhill Public School.
Cambuslang Public School.
Cambuslang, West Coats Public School.
Campbeltown (Burgh) Grammar Public School.
Carluke, Market Place Public School.
Cathcart, Queen's Park Public School.
Closeburn, Wallace Hall Academy.
Clyne Public School.
Coupar Angus Public School.
Cromarty Public School.
Cromdale, Grantown Public School.
Cromdale Public School.
Dalkeith (Burgh) Public School.
Dalziel, Merry Street Public School.
Dingwall Academy Public School.
Dornoch Public School.
Douglas Public School.
Dryfesdale Public School.

Duffus, Burghead Public School.
Duffus, Hopeman Public School.
Duffus Public School.
Duirinish, Dunvegan Public School.
Dull, Aberfeldy Public School.
Dumbarton (Burgh) Academy Public School.
Dundee, Harris Academy Public School.
Dundee, Liff Road Public School.
Dundee, Morgan Academy Public School.
Dunoon Grammar Public School.
Durness, Durine Public School.
Edinburgh, Abbey Hill Public School.
Edinburgh, Canonmills Public School.
Edinburgh, Dalry Public School.
Edinburgh, Dean Public School.
Edinburgh, Gorgie Public School.
Edinburgh, James Gillespie's School.
Edinburgh, Leith Walk Public School.
Edinburgh, London Street Public School.
Edinburgh, Normal and Model Free Church School.
Edinburgh, Normal Practising Church School.
Edinburgh, North Merchiston Public School.
Edinburgh, Regent Road Public School.
Edinburgh, Roseburn Public School.
Edinburgh, St. Bernard's Public School.
Edinburgh, St. George's Local Church School.
Edinburgh, St. James' Episcopal School.
Edinburgh, St. Leonard's Public School.
Edinburgh, Sciennes Public School.
Edinburgh, South Bridge Public School.
Edinburgh, Stockbridge Public School.
Edinburgh, Torphichen Street Public School.
Edinburgh, Warrender Park Public School.
Elgin (Burgh) Girls' Public School.
Elgin (Burgh) West End Public School.
Enzie Public School.
Fearn Hill of Fearn Public School.
Ferry-Port-on-Craig Public School.
Fetteresso and Rickarton, Stonehaven Public School.
Fordoun Public School.
Fordyce, Portsoy Female Industrial School.
Fordyce, Portsoy Public School.
Fordyce Public School.
Forres (Burgh) Public School.
Fraserburgh Public School.
Galston Public School.
Gamrie, Bracoden Public School.
Gamrie, Macduff Public School.
Girvan Burgh Public School.
Glasgow, City Public School.
Glasgow, Garnethill Public School.
Glasgow, John Street Public School.
Glasgow, Kent Road Public School.
Glasgow, Our Lady and St. Francis Roman Catholic School.
Glasgow, St. Mungo's Academy Roman Catholic School.
Glasgow, Whitehill Public School.
Glasgow, Woodside Public School.
Glenrinnes Public School.
Golspie Public School.
Govan, Albert Road Public School.
Govan, Bellahouston Academy Public School.
Govan, Fairfield Public School.
Govan, Govanhill Public School.
Govan, Hamilton Crescent Public School.
Govan, Hillhead Public School.
Greenock (Burgh), Belville Place Public School.
Greenock (Burgh), Highlanders' Academy Public School.
Greenock (Burgh), Holmscroft Public School.
Hamilton (Burgh), St. John's Grammar School.
Hamilton, (Landward), Low Waters Public School.
Hamilton (Landward), Motherwell Public School.
Huntly, Gordon Public School.
Inveravon, Glenlivet Public School.
Inveravon Public School.
Inverness (Burgh), High Public School.
Keiss Public School.
Keith Public School.
Kelton, Castle Douglas Public School.

Kilbrandon and Kilchattan, Easdale Public School.
Kilbride Lamlash Public School.
Kildalton, Port Ellen Public School.
Kildonan, Helmsdale Public School.
Killarrow and Kilmeny, Bowmore Public School.
Kilmalcolm Public School.
Kilmallie, Fort William Public School.
Kilmarnock (Burgh) Academy Public School.
Kilninian and Kilmore, Tobermory Public School.
Kilsyth (Burgh) Academy Public School.
Kingussie Public School.
Kininmonth Public School.
Kinloch Rannoch Public School.
Kirkmichael, Tomintoul Public School.
Kirkwall (Burgh) Public School.
Kirriemuir Webster's Seminary Public School.
Knockando Public School.
Laggan, Gergask Public School.
Lanark Grammar Public School.
Largs Public School.
Larkhall Academy Public School.
Lasswade Public School.
Leith, Craighall Road Public School.
Lenzie Academy Public School.
Lerwick, Anderson Educational Institute Public School.
Leslie Public School.
Lismore and Appin, Baligarve Public School.
Lochalsh, Plockton Public School.
Lochbroom, Ullapool Public School.
Lochgilphead, Ardrishaig Public School.
Lochgilphead Public School.
Markinch Public School.
Marnoch, Aberchirder Public School.
Maryhill, Eastpark Public School.
Maybole, Ladyland Public School.
Mortlach Public School.
Musselburgh Grammar Public School.
Neilston, Grahamston Public School.
New Deer Public School.
Newhills, Buxburn Public School.
New Kilpatrick Public School.
Oban High Public School.
Old Cumnock Public School.
Old Kilpatrick, Clydebank Public School.
Old Kilpatrick, Duntocher Public School.
Old Monkland Coatbridge Public School.
Old Monkland, Gartsherrie Church School.
Olrig, Castletown Public School.
Ordiquhill Public School.
Paisley, Neilson Educational Institution.
Penicuik Public School.
Peterhead (Burgh) Academy Public School.
Port Glasgow, Jean Street Public School.
Portree Public School.
Prestonkirk, East Linton Public School.
Prestonpans Public School.
Rathven, Buckie Public School.
Rathven, Findochty Public School.
Rathven Public School.
Rayne North Public School.
Renfrew (Burgh) Blythswood Testimonial Public School.
Rosemarkie, Fortrose Academy Public School.
Rosskeen, Invergordon Public School.
Rothesay (Burgh) Academy Public School.
Rothiemay Public School.
Row, Helensburgh, Hermitage Public School.
Rutherglen, Stonelaw Public School.
Scoonie Leven Public School.
Stornoway, Nicolson Public School.
Strichen Public School.
Stromness Public School.
Tarbert Public School.
Thurso, Miller Institution Public School.
Tranent Public School.
Tulliallan and Kincardine Public School.
Urquhart and Glenmoriston, Glen Urquhart Public School.
Wemyss, Buckhaven Higher Grade Public School.
Wick (Burgh) Pulteneytown Academy Public School.
Ythan Wells Public School.

TABLE showing Subjects in which Candidates were presented, and Results of the Examination.

Subject.	Total Number presented.	Passed in different Grades.			Total Passes.
		Lower.	Higher.	Honours.	
English - - - -	8,704	3,120	1,068	58	4,246
Latin - - - -	1,790	645	332	22	999
Greek - - - -	865	308	140	15	463
French - - - -	4,227	1,889	423	80	2,392
German - - - -	1,969	990	356	55	1,401
Mathematics* (including Arithmetic).	3,625	1,634	401	41	2,076
Arithmetic only - -	8,311	3,800	725	—	4,525
		Passed.		Passed with Distinction.	
Geometrical Conics - -	124	42		18	60‡
Analytical Geometry - -	95	33		18	51‡
Elements of Dynamics - -	310	143		7	150‡
Higher Dynamics - -	60	28		2	30‡
Book-keeping and Commercial Arithmetic.†	516				307

* To 934 candidates who have failed to pass in mathematics, but have passed in arithmetic, certificates will be issued in that subject only, as follows :—

251 in the Higher Grade.
683 " Lower "

† Candidates are not passed in grades.

‡ No passes are reckoned unless the candidates have also obtained a certificate in mathematics.

——	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.
Number of candidates	972	2,066	2,528	3,120	5,177	7,148	9,853	13,173
,, schools	29	41	43	50	115	152	212	270
,, papers taken	4,300	9,209	11,300	13,192	18,691	24,240	30,346	39,996

H. CRAIK,
Secretary.

Scotch Education Department,
Dover House, Whitehall,
17th July 1895.

PART II. OF APPENDIX.

TABLES.

No. 1.—Expenditure from Education Grants.

(A.)—*Classified according to Object of Grant.*

	For Year ended 31 Dec. 1894.	Compared with Year ended 31 Dec. 1893	
		Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Annual Grants for Day and Evening Scholars: Day	609,355 12 1	17,537 13 3	—
1. Annual Grants for Day and Evening Scholars: Evening	32,056 1 6	22,034 1 6	—
1. Annual Grants for Day and Evening Scholars: Blind and Deaf Mute	2,172 0 3	*2,172 0 3	—
2. Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67, 1872	12,096 10 3	935 15 2	—
3. Fee Grants for Day Scholars	285,449 14 0	36,852 6 0	—
4. Special Grants to Schools in Highlands and Islands	191 10 0	—	558 10 0
5. Annual Grants to Training Colleges	30,407 1 9	20 12 0	—
6. Pensions and gratuities to teachers	3,809 0 11	659 15 1	—
7. Administration:—	£ s. d.		
Office in London	11,427 17 8		
Inspection	34,854 14 8	46,733 9 9	1,463 15 7 —
Office in Edinburgh	650 17 5		
Total	1,023,164 0 6	81,076 18 10	868 10 0

* Included in 1893 under Day Scholars.

(B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 Dec. 1894.	Compared with Year ended 31 Dec. 1893.		From 1839 to 31 Dec. 1894.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Public Schools	558,396 14 5	10,310 0 6	—	7,591,341 0 9
„ Church of Scotland Schools	21,126 4 8	—	616 3 0	3,332,335 18 7
„ Free Church Schools	18,963 10 8	54 18 3	—	
„ Undenominational Schools	17,570 7 10	269 12 2	—	
„ Episcopal Schools	13,539 10 11	2,406 1 5	—	280,302 14 [illegible]
„ Roman Catholic Schools	49,096 8 0	3,993 13 3	—	651,074 5 10
Administration (as in Table A.)	46,733 9 9	1,463 15 7	—	725,000 13 11
Grants to School Boards under Act 35 & 36 Vict. c. 62. s. 67.	12,096 10 3	935 15 2	—	124,731 8 9
Special Grants to Schools in Highlands and Islands	191 10 0	—	558 10 0	2,139 0 10
Fee Grants for Day Scholars†	285,449 14 0	36,852 6 0	—	764,047 2 0
Expenses of Education Board under Act 35 & 36 Vict. c. 62.	—	—	—	20,311 3 4
Total	1,023,164 0 6	82,298 2 4	1,174 13 6	13,901,845 10 3

† These Grants are distributed in relief of fees, together with the amounts [illegible] for that purpose under the Local Taxation (Customs and Excise) Act 1890 and the Education and Local Taxation Account (Scotland) Act, 1892.

Table No. 2.

Table showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted*; Total Amount *raised by Promoters*; Total Amount *expended*; and Number of Children for whom *Accommodation* has been provided;—*Years* 1839 *to* 1887 *inclusive.*

Denominations.	Number of School-houses* Built							Total Amount awarded out of Parliamentary Grants.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.)	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom New Schools have been enlarged.‖					Total Number of Children for whom Accommodation has been created.§				
	Institutions.†	No. of Departments comprised in these Institutions.‡ Juvenile. Boys.	Girls.	Mixed.	Infants.	Residences.	Enlarged or improved.				Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.	Juvenile. Boys.	Girls.	Mixed.	Infants.	Total.
								£ s. d.	£ s. d.	£ s. d.															
Public Schools - - -	980	77	95	887	285	766	370	577,955 7 11	2,097,883 7 8	2,675,838 15 7	13627	13942	154296	37864	219729	5339	4277	31584	5411	46611	18966	18219	185880	43275	266340
Church of Scotland Schools -	235	56	83	141	20	127	71	63,761 16 2	135,575 1 7	199,336 17 9	8815	9978	15113	1660	35566	1387	959	1619	563	4528	10202	10937	10732	2223	40094
Free Church Schools - -	167	47	49	113	12	101	56	36,615 14 0	75,322 5 7	111,937 19 7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools - -	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	-	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools -	12	5	5	4	9	3	-	5,118 0 1	12,563 7 5	17,681 7 6	1015	848	640	1019	3522	-	-	-	-	-	1015	848	640	1019	3522
Total - - -	1402	189	237	1146	327	1004	498	687,366 11 0	2,328,006 2 5	3,015,372 13 5	29483	30641	183345	41337	284806	7347	5870	34211	6187	53615	36830	36511	217556	47524	338421

* Exclusive of Training Colleges.
‡ In which separate head teachers are employed.
The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

† Held in separate buildings, and separately managed.
§ At the rate of 8 square feet of superficial area per child.

ELEMENTARY SCHOOLS.

Tables showing Results of Inspection for the Year ended 30th September 1894.

(No. 1.)—Total Number of Day Schools on the Annual Grant List on the 30th September 1894; the Number of Departments, Accommodation, Average Number of Scholars in Attendance, and the Number of Scholars on the Registers in those Schools.

Denominations.	Number of Schools, i.e., Institutions under separate Management.	Number of Departments in which separate Head Teachers are employed.					Number of Scholars for which Accommodation is provided.	Average Number of Scholars in Attendance.
		Boys.	Girls.	Infants.	Mixed.	Total.		
In *Public* Schools	2,700	11	7	345	2,668	3,031	671,223	497,300
In Schools connected with Church of Scotland	44	—	—	2	44	46	9,218	6,199
Free Church	15	—	—	2	14	16	5,124	4,107
Episcopal Church	74	4	2	13	71	90	14,784	11,550
Roman Catholic Church	179	20	24	44	149	243	63,093	45,837
Undenominational and other Schools	107	2	7	8	99	116	26,898	13,462
Total	3,119	43	40	414	3,045	3,542	785,297	578,455
Total for previous year, 1892-93	3,105	45	40	393	3,028	3,506	768,549	563,286

Denominations.	Number and Per-centage of Scholars on the School Registers, aged													
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In *Public* Schools	—	832	8,246	39,844	68,152	76,079	78,151	77,019	74,544	71,072	57,895	33,268	10,138	4,068	500,288
	—	0·14	1·47	6·64	11·35	12·67	13·02	12·48	12·42	11·99	9·65	5·37	1·72	0·68	
In Schools connected with Ch. of Scot.	—	28	160	483	707	870	881	883	882	782	696	513	205	104	7,381
	—	0·38	2·17	6·54	10·19	11·79	11·94	11·96	11·95	10·59	9·43	6·95	2·74	1·41	
Free Church	—	1	33	232	489	570	606	670	575	519	508	334	148	86	4,072
	—	0·02	0·71	4·96	10·47	12·33	12·73	12·33	11·11	10·82	7·15	3·17	1·84	0·81	
Episcopal Church	1	77	480	1,242	1,789	1,970	1,815	1,747	1,681	1,608	1,135	553	149	35	14,218
	0·01	0·64	3·23	8·73	12·58	13·90	12·76	12·64	11·82	10·03	7·98	3·89	1·05	0·24	
Roman Catholic Ch.	21	600	2,598	4,973	6,624	7,549	7,520	7,370	6,702	6,120	4,131	1,792	370	92	60,380
	0·04	0·89	3·91	8·84	11·88	13·30	13·36	13·46	13·05	10·87	7·34	3·18	0·66	0·16	
Undenominational and other Schools	—	41	343	1,156	1,715	1,805	1,854	1,864	1,656	1,370	1,103	499	196	96	16,877
	—	0·24	2·03	6·85	10·16	10·70	10·99	11·04	9·81	8·12	6·54	2·96	1·16	0·57	
Total	22	1,467	11,859	47,930	79,476	88,843	90,806	89,953	86,140	83,171	65,542	36,813	11,076	4,481	603,216
	0·00	0·21	1·63	6·85	11·38	12·69	12·98	12·86	12·31	11·89	9·37	5·26	1·67	0·65	
Total for previous year, 1892-93	5	1,353	11,806	48,207	79,847	88,813	90,141	89,953	86,375	82,168	64,352	34,044	10,132	4,468	652,067
	0·00	0·20	1·71	6·99	11·58	12·89	13·07	12·61	12·52	11·92	9·33	5·02	1·51	0·65	

(No. 1A.)—General Summary of Statistics of Annual Grant Schools Inspected during the Year ended 30th September 1894.

The results are those of actual inspection only, during the period specified.

Day Schools.

Denominations.	Number of Schools actually Inspected.						Number of Scholars for whom Accommodation is provided in Schools Inspected.	Number of Scholars present at Inspection.			Number of Scholars on Registers of Schools Inspected.	Actual Average Number of Scholars in Attendance in Schools Inspected.		
	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments in those Institutions in which separate Head Teachers are Employed.												
		Boys.	Girls.	Infants.	Mixed.	Total.		Boys.	Girls.	Total.	Total.	Boys.	Girls.	Total.
In *Public* Schools	2,643	11	7	329	2,611	2,958	658,245	285,075	266,753	551,828	588,430	255,646	231,830	487,476
In Schools connected with														
Church of Scotland	44	—	—	2	44	46	9,218	3,315	3,525	6,840	7,381	3,022	3,177	6,199
Free Church	15	—	—	2	14	16	5,271	2,128	2,435	4,563	4,857	1,979	2,285	4,264
Episcopal Church	71	4	2	13	68	87	14,336	6,278	6,567	12,845	13,854	5,583	5,642	11,225
Roman Catholic Church	172	26	24	43	142	235	62,285	26,754	24,698	51,452	54,839	22,999	21,727	44,726
Undenominational and other Schools	109	2	7	8	101	118	20,889	7,583	8,347	15,930	16,974	6,627	6,925	13,552
Total	3,054	43	40	397	2,980	3,460	770,244	331,133	312,325	643,458	686,335	295,856	271,586	567,442

Denominations.	Number of				Number of Departments in which Singing is taught					Number of Departments in which is taught		Number of Schools in which have been established		Amount paid out of Parliamentary Grants for Schools inspected during Year ended 30th September 1894.	Rate of Grant per Scholar in Average Attendance.
	Certificated Teachers.	Assistant Teachers, Art. 79.	Pupil-teachers.	Female Assistants. Art. 32 (*c*) 3.	By Ear.	Staff Notation.	Tonic Sol-fa.	On both Systems.	On any other System.	Military Drill (Boys).	Practical Cookery (Girls).	Savings Banks.	School Libraries.	£ s. d.	£ s. d.
In *Public* Schools	7,765	1,443	3,299	114	444	59	2,267	51	—	407	545	165	274	517,923 1 0	1 1 3
In Schools connected with															
Church of Scotland	101	11	67	3	13	5	22	1	—	3	4	—	5	6,525 11 4	1 1 0½
Free Church	64	15	52	—	1	—	14	—	—	2	5	—	3	4,270 4 7	1 0 0½
Episcopal Church	136	67	114	4	9	11	64	3	—	2	9	12	10	10,301 13 2	0 18 4½
Roman Catholic Church	413	356	312	32	41	14	179	1	—	15	29	8	29	43,902 14 1	0 19 7½
Undenominational and other Schools	227	55	88	3	27	3	86	—	—	12	15	11	20	14,494 10 4	1 1 4½
Total	8,706	1,947	3,932	156	535	92	2,632	56	—	441	607	196	341	597,417 14 6	1 1 0¾

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 2.)—School Staff.

Denominations.	Certificated Teachers.								Teachers Provisionally Certificated. Art. 60.		Assistant Teachers, Art. 79.						
	Untrained.		Trained.				Total.				Males.			Females.			Total.
			Less than Two Years.		Two Years and over.												
	Males	Females.	Males.	Females.	Males.	Females	Males.	Females.	Males.	Females.	(a.)	(b.)	(c.)	(a.)	(b.)	(c.)	
In *Public* Schools	801	1,271	174	62	2,753	2,644	3,728	3,977	6	54	104	10	2	1,215	103	9	1,443
In Schools connected with *Ch. of Scotland*	13	15	2	1	27	42	42	58	—	1	—	1	—	10	—	—	11
Free Church	—	8	—	—	28	28	28	36	—	—	1	—	—	13	1	—	15
Episcopal Church	5	34	1	3	29	64	35	101	—	—	2	—	—	62	2	1	67
Roman Catholic Church	35	208	1	9	40	116	76	333	—	4	28	—	1	319	5	3	356
Undenominational and other Schools	24	65	2	4	56	72	82	141	—	4	6	—	—	46	3	—	55
Total	878	1,601	180	79	2,933	2,966	3,991*	4,646	6	63	141	11	3	1,665	114	13	1,947

* Including 632 graduates: 597 in Public, 8 in Church of Scotland, 6 in Free Church, and 18 in Undenominational and other Schools. Of the 632, 349 are trained and 302 untrained, teachers. Of the latter, 283 took the certificate examination as graduates, and 19 graduated after passing the examination as acting teachers.

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 2A.)—School Staff—*continued.*

Denominations.	Number of Pupil-Teachers									
	Serving at End of								First to Third Year (Apprenticeship continued).	
	Fourth Year.		Third Year.		Second Year.		First Year.			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	223	843	170	638	173	597	134	567	477	1,802
In Schools connected with *Church of Scotland*	2	22	2	16	2	14	—	11	4	41
Free Church	2	17	3	12	2	6	5	4	10	22
Episcopal Church	2	19	4	30	4	22	—	17	8	69
Roman Catholic Church	11	64	9	51	10	67	13	52	32	170
Undenominational and other Schools	3	19	3	29	7	16	8	13	18	58
Total	243	984	191	776	198	722	160	664	549	2,162

Denominations.	Candidates for Engagement as Pupil-Teachers admitted								Stipendiary Monitors.	
	For Full Term.		At End of First Year.		At End of Second Year.		Total.			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	129	657	29	146	9	50	167	853	6	34
In Schools connected with *Ch. of Scot.*	1	9	—	9	—	3	1	21	—	2
Free Church	—	12	4	3	—	1	4	16	—	—
Episcopal Church	2	23	—	9	—	3	2	35	2	2
Roman Catholic Church	19	77	3	10	1	—	23	87	8	14
Undenominational and other Schools	2	7	—	3	—	—	2	10	—	2
Total	153	785	36	180	10	57	199	1,022	16	54

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 3.)—Average Salaries of Certificated Teachers.

Denominations.	Masters.						
	Principal.			Assistant.			Total.
	Average Salaries (including all Professional Sources of Income)	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries (including all Professional Sources of Income)	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	167 5 4	2,177	1,625	98 1 7	1,557	2	138 8 4
In Schools connected with *Church of Scotland*	153 5 7	25	16	104 3 6	17	—	132 16 2
Free Church	183 4 0	10	5	97 13 4	18	—	128 4 3
Episcopal Church	156 18 9	32	12	61 13 4	3	—	148 15 5
Roman Catholic Church	196 14 6	40	5	74 17 3	36	—	107 8 5
Undenominational and other Schools	198 4 8	43	22	109 10 9	39	—	156 1 0
Total	167 1 7	2,327	1,685	97 16 9	1,670	2	138 3 0

	Mistresses.						
	Principal			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d
In *Public* Schools	72 17 9	780	349	62 18 1	3,249	10	64 16 7
In Schools connected with *Church of Scotland*	86 17 2	21	12	60 5 3	38	—	69 14 7
Free Church	84 16 8	6	3	66 4 8	30	—	9 6 8
Episcopal Church	79 1 10	55	18	53 15 3	46	1	67 11 1
Roman Catholic Church	80 12 4	105	26	57 13 3	143	—	70 18 10
Undenominational and other Schools	79 6 8	75	41	64 16 0	70	—	72 6 4
Total	75 5 0	1,132	447	62 12 3	3,575	11	65 13 1

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 3A.)—Number of Certificated Teachers in Receipt of Salaries of certain Specified Amounts.

Masters.

Denominations.	Principal.									Assistant.								
	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.	Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and over.	Total.
In *Public* Schools	13	103	281	716	478	249	133	204	2,177	3	223	722	500	86	22	1	—	1,557
In Schools connected with *Church of Scotland*	2	4	3	9	1	1	—	5	25	—	2	7	6	2	—	—	—	17
Free Church	—	—	2	1	2	3	1	1	10	—	3	7	7	1	—	—	—	18
Episcopal Church	—	—	2	15	8	3	3	1	32	1	1	1	—	—	—	—	—	3
Roman Catholic Church	—	2	4	19	11	3	1	—	40	—	20	14	2	—	—	—	—	36
Undenominational and other Schools	1	1	5	11	8	6	3	8	43	—	2	18	14	4	—	1	—	39
Total	16	110	297	771	508	265	141	219*	2,327	4	251	769	529	93	22	2	—	1,670

Mistresses.

Denominations.	Principal.									Assistant.								
	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.	Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
In *Public* Schools	9	24	44	423	191	66	13	10	780	77	98	147	2,284	453	185	3	2	3,249
In Schools connected with *Church of Scotland*	1	1	—	8	3	8	—	—	21	2	3	1	25	7	—	—	—	38
Free Church	—	—	—	1	4	1	—	—	6	—	1	1	18	9	1	—	—	30
Episcopal Church	1	—	1	23	20	9	1	—	55	1	7	6	30	2	—	—	—	46
Roman Catholic Church	3	1	2	82	74	29	4	—	195	3	13	10	103	12	1	—	—	142
Undenominational and other Schools	1	2	6	30	22	13	—	1	75	5	4	2	39	16	3	1	—	70
Total	15	28	53	567	314	126	18	11	1,132	88	126	167	2,499	499	190	4	2	3,575

* Of these, 93 were at 300*l.* and under 350*l.*; 71 were at 350*l.* and under 400*l.*; 33 were at 400*l.* and under 450*l.*; 12 were 450*l.* and under 500*l.*; 7 were at 500*l.* and under 550*l.*; 1 was at 550*l.* and under 600*l.*; 1 was at 600*l.* and under 650*l.*; 1 was at 750*l.* and under 800*l.*

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 4.)—School Fees.

Denominations.	Free Schools.		Schools in which Payments were exacted only from Scholars under 5 and over 14 years of Age.*				Fee-paying Schools.						Total No. of Schools.	Total No. of Free Scholars.	Total Number of Scholars paying fees.
							Sanctioned under Article 134 of Code.			Other Schools.					
	No. of Schools.	No. of Scholars.	No. of Schools.	Free Scholars.	Scholars under 5 paying fees.	Scholars over 14 paying fees.	No. of Schools.	Free Scholars.	Scholars paying fees.	No. of Schools.	Free Scholars.	Scholars paying fees.			
In *Public* Schools	2,544	551,794	50	14,577	3	613	40	6,386	16,057	—	—	—	2,643	571,757	19,673
														97·17	2·83
In Schools connected with *Church of Scotland*	40	6,046	1	99	—	4	—	—	—	3	102	1,130	44	6,247	1,234
														83·24	16·76
Free Church	13	2,799	2	1,138	—	62	—	—	—	1	710	148	15	4,647	210
														95·68	4·32
Episcopal Church	69	13,574	1	261	9	—	—	—	—	1	28	182	71	13,863	191
														98·64	1·36
Roman Catholic Church	166	54,370	3	319	1	18	—	—	—	3	—	241	172	54,570	259
														99·53	·47
Undenominational and other Schools	102	13,615	2	507	—	60	—	—	—	5	235	3,517	109	14,357	2,017
														87·58	12·42
Total	2,932	641,988	68	16,801	13	757	40	6,386	16,057	13	1,075	4,258	3,054	669,370	21,085
														96·96	3·04

* Since 1st May 1894 no fees have been exacted in these schools from scholars between 3 and 15 years of age. Art. 135.

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5.)—Attendance.

Denominations.	Actual Average Number of Scholars in Attendance in							
	Boys or Mixed Schools under Masters.		Girls or Mixed Schools under Mistresses.		Infant Schools.		Total.	
	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.	Under Seven.	Over Seven.
In *Public* Schools	58,026	351,540	4,288	15,063	36,335	22,224	98,649	388,827
In Schools connected with *Church of Scotland*	722	3,686	436	1,189	85	81	1,243	4,956
Free Church	624	2,976	40	324	182	118	846	3,418
Episcopal Church	905	4,515	1,024	3,213	977	591	2,906	8,319
Roman Catholic Church	1,114	10,816	4,518	19,755	5,755	2,768	11,387	33,339
Undenominational and other Schools	1,148	7,385	1,093	3,047	572	307	2,813	10,739
Total	62,539	380,918	11,399	42,591	43,906	26,089	117,844	449,598
Total for previous year, 1892-93	58,725	367,537	11,225	41,085	40,344	23,935	110,294	432,557

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5.)—Attendance—*continued.*

Denominations.	Number of Scholars on the School Registers.			Number of Scholars on the Registers of School Age (5 to 14).	Additional Attendances claimed under Art. 23 (b).			
	Under Seven.	Over Seven.	Total.		Schools.	Number of Scholars under		
						Article 23 (b) 1 (a).	Article 23 (b) 1 (b).	Article 23 (b) 2.
In *Public* Schools	114,581	473,849	588,430	565,424	796	2,357	3,524	6,954
In Schools connected with *Church of Scotland*	1,438	5,943	7,381	6,757	9	11	17	16
Free Church	816	4,041	4,857	4,589	4	—	14	8
Episcopal Church	3,508	10,346	13,854	13,149	8	7	18	29
Roman Catholic Church	13,918	40,921	54,839	51,810	46	589	83	505
Undenominational and other Schools	3,200	13,684	16,974	16,033	19	1,512	10	28
Total	137,561	548,784	686,335	657,762	882	4,276	3,666	7,490

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 5A.)—Average Attendance on which the Grant was Claimed, and the Payments under Article 19A.

Denominations.	Average Attendance on which Grant was claimed.	Deducted under Article 19.	Payments under										
			Article 19A 1.					Article 19A 2.		Article 19A 3.		Article 19A 4.	
								Singing.		Organisation and Discipline.		Needlework.	
			At 10*s.*	At 11*s.*	At 12*s.*	At 13*s.*	At 14*s.*	At 6*d.*	At 1*s.*	At 1*s.*	At 1*s.* 6*d.*	At 1*s.*	
In *Public* Schools	489,594	64	451,869	1,619	3,383	7,668	24,991	32,224 *6·68*	452,234 *92·37*	79,038 *16·14*	410,415 *83·83*	208,439	
In Schools connected with *Church of Scotland*	6,209	—	6,106	—	—	11	92	875 *14·09*	5,287 *85·15*	1,219 *19·63*	4,990 *80·37*	3,053	
Free Church	4,268	—	3,994	—	—	—	274	252 *5·90*	3,985 *93·37*	871 *20·41*	3,397 *79·59*	1,601	
Episcopal Church	11,235	—	10,783	9	22	71	350	1,141 *10·16*	10,094 *89·84*	3,629 *32·30*	7,190 *64·00*	4,642	
Roman Catholic Church	44,912	7	44,523	—	—	119	263	4,041 *9·00*	40,864 *90·99*	3,741 *8·33*	41,125 *91·57*	19,980	
Undenominational and other Schools	13,903	—	13,593	—	—	100	210	1,591 *11·44*	12,244 *88·07*	1,484 *10·67*	12,419 *89·33*	6,480	
Total	570,121*	71	530,868	1,628	3,405	7,869	26,180	40,124 *7·04*	524,708 *92·03*	89,982 *15·78*	479,536 *84·11*	244,195	

* This number, calculated under Art. 23 for the purposes of the Grant, exceeds by 2,679 the actual average attendance.

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 6.)—Summary and Per-centages of Results of Examination of Scholars collectively examined under Art. 19 B.

Denominations.	Payments under Art. 19 B 1 (a). Under Standard III.*					Art. 19 B 1 (b). Above Standard III.				Art. 19 B 2. Infants.*				
	At 1s.	At 2s.	At 3s.	At 4s.	Total.	At 1s. 6d.	At 2s. 6d.	At 3s. 6d.	Total.	At 2s.	At 3s.	At 4s.	At 5s.	Total.
In *Public* Schools	7,269	148,837	106,036	999	263,735	13,050	114,047	39,899	166,972	1,157	20,353	36,906	162	58,578
	2·76	56·43	40·23	·38		7·82	68·30	23·88		1·98	34·74	63·00	·28	
In Schools connected with *Ch. of Scotland*	104	2,382	916	—	3,402	428	1,779	343	2,550	—	93	73	—	166
	3·06	70·06	26·93			16·78	69·76	13·45			56·02	43·98		
Free Church	172	805	1,337	—	2,274	287	790	619	1,696	—	300	—	—	300
	7·56	89·04	58·80			16·92	46·58	36·50						
Episcopal Church	244	4,896	934	—	6,074	735	1,997	341	3,073	113	959	496	—	1,568
	4·02	79·38	15·40			23·92	64·98	11·10		7·21	61·16	31·63		
Roman Catholic Church	1,101	17,570	7,310	—	25,981	590	7,875	1,887	10,358	—	2,681	5,844	—	8,525
	4·23	67·62	28·15			5·70	76·03	18·22			31·45	68·55		
Undenominational and other Schools	169	4,105	2,920	—	7,188	869	3,334	1,633	5,836	—	—	879	—	879
	2·21	57·08	40·71			14·89	57·14	27·97						
Total	9,813	177,603	120,975	999	309,247	15,971	129,822	44,692	190,485	1,270	24,386	44,198	162	70,016
	3·17	57·45	39·12	·32		8·39	68·15	23·46		1·81	34·83	63·13	·23	

Denominations.	Total Average Attendance paid on as being				Percentages		
	Fair.	Good.	Excellent.	Total.	Fair.	Good.	Excellent.
In *Public* Schools	21,252	284,743	183,413	489,288	4·34	58·17	37·49
In Schools connected with *Church of Scotland*	622	4,254	1,332	6,208	10·02	68·51	21·45
Free Church	489	1,965	1,810	4,264	11·47	46·08	42·45
Episcopal Church	1,562	7,863	1,801	11,226	13·91	70·04	16·05
Roman Catholic Church	1,701	27,130	16,027	44,858	3·79	60·49	35·72
Undenominational and other Schools	1,028	5,447	1,438	7,913	12·99	68·83	18·18
Total	27,104	330,910	205,734	563,748	4·76	58·68	36·47

* Including 2,796 partly taught by Gaelic-speaking pupil teachers. (Art. 19 B 3.)

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 7.)—Table showing the Operation of Article 19 A. (1), and B. (3), and Article 21 (*a*) in certain specified Counties.

County.	Number of Schools examined.	Average Attendance in these Schools.	Art. 19 A (1).						Art. 19 B (3).	Art. 21 (*a*).
			Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Number of Scholars under Standard III. partly taught by Gaelic-speaking Pupil Teachers.	Number of Passes in Specific Subjects in respect of which a Grant was paid of 10*s.* per Subject.
				1*s.*	2*s.*	3*s.*	4*s.*			
Argyll	154	8,536	144	175	446	1,270	6,461	8,352	1,159	1,143
Caithness	54	4,315	53	9	416	615	2,977	4,017	—	320
Inverness	169	8,727	163	288	754	1,942	5,596	8,580	943	491
Orkney and Shetland	114	6,062	97	247	629	1,487	3,220	5,583	—	310
Ross	133	10,726	126	814	900	2,019	6,409	10,142	478	655
Sutherland	44	2,861	38	95	260	636	1,517	2,508	126	279
Total	668	41,227	621	1,628	3,405	7,969	26,180	39,182	2,706	3,198

The extra grants under the above Articles amounted to 7,947*l.* 19*s.*

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 7A.)—Table showing the Operation of Article 19 A. (1) and B. (3), and Article 21 (*a*) in certain specified Counties, arranged Denominationally.

Denominations.	Number of Schools examined.	Average Attendance in these Schools.	Art. 19 A. (1). Number of Schools to which extra Grant was paid.	Art. 19 A. (1). Average Attendance on which an extra Payment was made of 1*s.*	2*s.*	3*s.*	4*s.*	Art. 19 A. (1). Total.	Art. 19 B. (3). Number of Scholars under Standard III. partly taught by Pupil-teaching Pupil Teachers.	Art. 21 (*a*). Number of Passes in Specific Subjects in respect of which a Grant was paid of 10*s.* per Scholar.
In *Public* Schools	636	39,650	592	1,619	3,383	7,068	24,991	37,060	2,564	3,198
In Schools connected with *Church of Scotland*	5	109	4	—	—	11	92	103	—	—
Free Church	2	274	2	—	—	—	274	274	—	—
Episcopal Church	7	452	7	9	22	71	350	452	81	—
Roman Catholic Church	11	389	10	—	—	119	263	382	61	—
Undenominational and other Schools	7	337	6	—	—	100	210	310	—	—
Total	668	41,227	621	1,628	3,405	7,369	26,180	39,182	2,706	3,198

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 8.)—Table showing the Operation of Article 19 D. and E.

Denominations.	Article 19 D.										*Article 19 E. (from 1st October 1893 to 30th April 1894).	
	Number of Schools paid under Article 19 D. Grants of		Article 19 D (*a*).							No. of Schools paid Grant of 10*l.* under Article 19 D (*b*).	Number of Pupil-teachers paid for under Article 19 E. Grants of	
	10*l.*	15*l.*	No. of Centres.	Infants above 4, and Scholars under Standard III. at			Scholars above Standard III. at				40*s.*	60*s.*
				14*s.*	16*s.*	18*s.*	15*s.*	17*s.*	19*s.*			
In *Public* Schools	304	491	148	259	528	61	194	251	19	27	1,000	884
In Schools connected with *Church of Scotland*	6	6	—	—	—	—	—	—	—	—	18	10
Free Church	—	—	—	—	—	—	—	—	—	—	6	12
Episcopal Church	—	1	—	—	—	—	—	—	—	—	40	13
Roman Catholic Church	1	1	—	—	—	—	—	—	—	—	97	6
Undenominational and other Schools	5	20	—	—	—	—	—	—	—	—	33	19
Total	316	519	148	259	528	61	194	251	19	27	1,194	944

* Under the Code of 1894, payments were made from 1st May to 30th September, as follows:—At end of 1st year, 53 at 1*l.*, 47 at 2*l.*; 2nd year, 44 at 1*l.*, 67 at 2*l.*; 3rd year, 52 at 2*l.*, 51 at 3*l.* Queen's Scholarship examination, 10 at 4*l.* (2nd Class), 16 at 5*l.* (1st Class)

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 9.)—Class Subjects, Art. 19 C.

Denominations.	Number of Departments presenting Scholars in				Number of Departments and Average Attendance.						English.						Geography.					
					Paid.		Not Paid at all.		Not Taught.		At 1s.		At 2s.		Refused.		At 1s.		At 2s.		Refused.	
	One Subject only.	Two Subjects only.	Three Subjects.	No Subject.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.
In Public Schools	41	602	1,079	7	2,905	388,540	17	504	7	213	502	38,663	2,058	347,034	49	1,966	367	20,741	2,189	363,760	29	905
In Schools connected with Church of Scotland	2	14	28	—	44	4,968	—	—	—	—	5	369	39	4,589	—	—	10	441	31	4,438	1	43
Free Church	—	3	11	—	14	3,366	—	—	—	—	4	232	9	3,010	1	124	3	196	11	3,170	—	—
Episcopal Church	2	20	62	—	73	8,273	1	56	—	—	21	2,053	50	5,906	2	191	22	2,212	49	6,004	1	56
Roman Catholic Church	3	29	100	—	191	33,491	1	7	—	—	32	3,337	158	30,043	2	98	30	3,801	155	28,744	—	—
Undenominational and other Schools	3	32	69	1	106	11,011	—	—	1	44	27	1,621	81	9,273	—	—	20	935	82	9,093	—	—
Total	51	700	2,349	8	3,333	449,649	19	567	8	257	591	49,295	2,395	399,855	54	2,379	452	28,326	2,517	415,209	31	1,004

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 9.)—Class Subjects, Art. 19 C.—*continued.*

Denominations.	Number of Departments presenting Scholars in				History.						Needlework.*						Elementary Science.					
					At 1*s.*		At 2*s.*		Refused.		At 1*s.*		At 2*s.*		Refused.		At 1*s.*		At 2*s.*		Refused.	
	One Subject only.	Two Subjects only.	Three Subjects.	No Subject.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.
In *Public* Schools -	41	602	1,979	7	297	19,546	1,500	276,781	28	902	17	1,551	199	21,302	—	—	6	532	86	25,336	—	—
In Schools connected with *Church of Scotland* - -	2	14	28	—	5	434	21	2,882	—	—	—	—	2	126	—	—	—	—	2	480	—	—
Free Church -	—	3	11	—	2	59	7	2,063	—	—	—	—	4	685	—	—	—	—	1	184	—	—
Episcopal Church -	2	20	52	—	12	1.020	31	4,083	2	191	1	76	10	927	—	—	1	21	2	536	—	—
Roman Catholic Church - -	3	29	160	—	20	1,978	138	28,039	—	—	—	—	13	1,804	—	—	—	—	—	—	—	—
Undenominational and other Schools -	3	37	69	1	14	840	55	7,610	—	—	—	—	5	568	—	—	1	26	1	245	—	—
Total -	51	705	2,299	8	350	23,877	1,752	321,458	30	1,093	18	1,627	233	25,412	—	—	8	579	92	26,781	—	—

* While the girls took Needlework, the boys in 1 case took English, in 6 cases Geography, in 118 cases History, in 31 cases Elementary Science, and in 82 cases Drawing, the grants in aid of which are made by the Department of Science and Art.

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10.)—Examination and Results of Examination under Article 21 (Specific Subjects).

Denominations.	Number of Departments in which Scholars were presented.		Number of Scholars examined				Number of Presentations			
	Boys or Mixed.	Girls or Mixed.	In One Subject.	In Two Subjects.	In Three Subjects.	Total.	In First Stage.	In Second Stage.	In Third Stage.	Total.
In *Public* Schools	1,507	140	26,259	12,514	4,618	43,391	39,396	17,161	8,584	65,141
In Schools connected with *Church of Scotland*	9	8	436	369	162	967	869	528	203	1,600
Free Church	6	2	290	193	135	624	633	324	130	1,087
Episcopal Church	14	15	250	49	22	321	281	79	54	414
Roman Catholic Church	9	26	180	137	39	356	491	135	55	571
Undenominational and other Schools	30	21	848	570	255	1,673	1,455	745	553	2,753
Total	1,575	212	28,269	13,832	5,231	47,332	43,025	18,962	9,639	71,626

Statistics of Inspection of Annual Grant Schools—*continued*

Day Schools.

(No 10.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	Number of Scholars passed				Number of Scholars passed			Passes.			
								Total.	Number deducted		Total for Payment.
	In First Stage.	In Second Stage.	In Third Stage.	Total.	In One Subject.	In Two Subjects.	In Three Subjects.		Under Article 21 (*c*).	Under Article 21 (*e*).	
In *Public* Schools	32,700	14,777	7,537	55,014	24,364	10,441	3,256	55,014	964	572	53,478*
In Schools connected with *Church of Scotland*	722	452	231	1,405	429	314	116	1,405	—	34	1,371
Free Church	477	260	107	844	280	189	62	844	11	4	829
Episcopal Church	226	68	39	333	206	44	13	333	4	7	322
Roman Catholic Church	320	113	52	485	147	124	30	485	4	—	481
Undenominational and other Schools	1,282	657	508	2,447	832	494	209	2,447	20	24	2,403
Total	35,727	16,327	8,474	60,528	26,258	11,606	3,686	60,528	1,003	641	58,884

* Including 3,198 paid at 10*s.* under Article 21 (*a*).

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	1. Mathematics.								2. Latin.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	7,877	2,497	570	10,944	6,437	2,109	475	9,021	6,004	2,598	1,043	9,645	4,806	2,163	849	7,818
In Schools connected with *Church of Scotland*	148	57	9	214	124	51	5	180	120	65	27	212	112	58	21	191
Free Church	107	46	5	158	85	30	4	119	74	21	9	104	60	18	5	83
Episcopal Church	70	14	3	87	50	13	3	66	25	6	4	35	19	4	2	25
Roman Catholic Church	22	—	—	22	15	—	—	15	48	15	6	69	37	14	5	56
Undenominational and other Schools	219	151	30	400	192	114	28	334	219	75	50	344	144	54	41	289
Total	8,443	2,745	617	11,805	6,903	2,317	515	9,735	6,490	2,780	1,139	10,409	5,229	2,408	923	8,562

DAY SCHOOLS.

(No. 10A.)—EXAMINATION and RESULTS of EXAMINATION under ARTICLE 21 (SPECIFIC SUBJECTS)—*continued.*

DENOMINATIONS.	3. Greek.								4. French.							
	Number of Scholars								Numbers of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	245	101	59	405	230	97	57	384	9,873	3,767	1,415	15,055	8,163	3,215	1,240	12,618
In Schools connected with *Church of Scotland.*	4	3	4	11	3	2	3	8	173	120	52	345	165	108	42	315
Free Church	—	—	—	—	—	—	—	—	188	90	45	323	150	63	35	248
Episcopal Church	—	—	—	—	—	—	—	—	22	11	6	39	16	6	6	28
Roman Catholic Church	1	—	—	1	1	—	—	1	131	45	11	187	114	41	10	165
Undenominational and other Schools	5	5	1	11	5	5	1	11	445	152	67	664	391	135	64	590
Total	255	109	64	428	239	104	61	404	10,832	4,185	1,596	16,613	8,999	3,568	1,397	13,964

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	5. German.								6. Principles of Agriculture.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	1,218	386	133	1,737	1,098	354	126	1,578	3,319	1,418	830	5,467	2,750	1,246	749	4,745
In Schools connected with *Church of Scotland.*	28	6	1	35	26	6	1	33	26	13	26	65	25	13	26	64
Free Church	5	6	1	12	2	6	1	9	—	—	—	—	—	—	—	—
Episcopal Church	9	5	—	14	9	4	—	13	7	—	—	7	6	—	—	6
Roman Catholic Church	—	—	—	—	—	—	—	—	34	1	5	40	33	1	4	38
Undenominational and other Schools	32	10	4	46	30	10	4	44	32	14	71	117	32	14	67	113
Total	1,292	413	139	1,844	1,165	380	132	1,677	3,418	1,446	932	5,696	2,846	1,274	846	4,966

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	7. Domestic Economy (Girls).								8. Shorthand.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	8,123	5,551	4,266	17,940	6,821	4,826	3,809	15,456	1,206	334	32	1,572	1,063	311	31	1,405
In Schools connected with *Church of Scotland*.	190	145	130	465	147	132	119	398	56	11	—	67	46	9	—	55
Free Church	185	139	67	391	134	129	60	323	27	11	—	38	27	10	—	37
Episcopal Church	148	35	41	224	126	33	28	187	—	8	—	8	—	8	—	8
Roman Catholic Church	125	47	26	198	93	42	26	161	3	3	2	8	3	3	2	8
Undenominational and other Schools	312	220	222	754	294	212	204	710	23	9	1	33	18	9	1	28
Total	9,083	6,137	4,752	19,972	7,615	5,374	4,246	17,235	1,315	376	35	1,726	1,157	350	34	1,541

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	9. Book-keeping.								10. Navigation.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools - - -	773	171	84	1,028	679	155	71	905	315	100	21	436	209	81	18	308
In Schools connected with *Church of Scotland.*	16	12	—	28	4	—	—	4	57	53	—	110	28	41	—	69
Free Church - - - -	47	11	3	61	18	4	2	24	—	—	—	—	—	—	—	—
Episcopal Church - - -	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church - -	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Undenominational and other Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total -	836	194	87	1,117	701	159	73	933	372	153	21	546	237	122	18	377

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	11. Animal Physiology.								12. Gaelic.							
	Number of Scholars								Number of Scholars							
	Examined in				Passed in				Examined in				Passed in			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.
In *Public* Schools	46	36	1	83	43	31	1	75	140	61	25	226	112	56	19	187
In Schools connected with *Church of Scotland.*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	—	—	—	—	—	—	—	—	10	3	—	13	8	2	—	10
Undenominational and other Schools	120	95	102	317	106	85	94	285	—	—	—	—	—	—	—	—
Total	166	131	103	400	149	116	95	360	150	64	25	239	120	58	19	197

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 10A.)—Examination and Results of Examination under Article 21 (Specific Subjects)—*continued.*

Denominations.	13. Other Subjects.*								Under Article 22.				
	Number of Scholars								Cookery.			Laundry Work.	
	Examined in				Passed in				Number of Departments.	Number of Girls paid at 4*s.*	Number of Girls paid at 2*s.*	Number of Departments.	Number of Girls paid at 2*s.*
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.					
In *Public* Schools	357	141	105	603	269	135	93	514	533	28,508	1,955	93	327
In Schools connected with *Church of Scotland*	51	43	14	108	42	35	14	91	4	230	21	—	—
Free Church	—	—	—	—	—	—	—	—	5	96	97	1	8
Episcopal Church	—	—	—	—	—	—	—	—	9	193	38	—	—
Roman Catholic Church	17	11	5	33	16	10	5	31	25	1,322	59	—	—
Undenominational and other Schools	48	34	5	87	20	19	4	43	14	620	37	—	—
Total	473	229	129	831	367	197	115	679	590	30,989	2,137	93	335

* Magnetism and Electricity, Botany, Chemistry, Woollen Manufacture, Mechanics, Geology, Heat, Light and Sound.

STATISTICS of INSPECTION of ANNUAL GRANT SCHOOLS—*continued.*

DAY SCHOOLS.

(No. 11.)—EXAMINATION and RESULTS of EXAMINATION of Blind or Deaf-mute Children under Article 20.

Number of Schools.		Number of Scholars present at Inspection.			Number of Scholars presented to Her Majesty's Inspectors.		Number of Scholars paid at the rate of 3*l.* 3*s.* 0*d.*, under Article 20 (*a*) (Elementary or Class Subjects).	Number of Scholars paid at the rate of 2*l.* 2*s.* 0*d.*, under Article 20 (*b*) (Manual Instruction).	Number of Scholars who failed on Examination.	
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Boys.	Girls.	Total.	Under Article 20 (*a*).	Under Article 20 (*b*).			Article 20 (*a*).	Article 20 (*b*).
10	38	289	236	525	508	464	505	459	3	5

The double grant, at the rate of 5*l.* 5*s.*, was paid on account of 456 scholars who passed under both clauses of the Article.

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12.)—General Summary of Statistics of Inspection.

Denominations.	Number of Schools.			Number of Departments.			Accommodation provided in Buildings not connected with Day Schools.	Number of Scholars on the Registers.			Number of Scholars present at Her Majesty's Inspector's Visit.			Average Number of Scholars in Attendance. (Article 12.)
	Connected with Day Schools.	Other Institutions.	Total.	Connected with Day Schools.	Other Institutions.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	
In *Public Schools* -	613	7	620	662	8	670	1,952	40,545	15,641	56,186	22,809	8,959	31,828	28,170
In Schools connected with *Church of Scotland* - -	2	—	2	2	—	2	—	124	37	161	86	24	110	107
Free Church - -	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church -	3	—	3	3	—	3	—	149	19	168	87	14	101	115
Roman Catholic Church - -	33	—	33	42	—	42	—	4,692	2,952	7,644	2,217	1,654	3,871	4,033
Undenominational and other Schools -	7	4	11	7	4	11	1,618	2,387	654	3,041	598	310	908	509
Total - -	658	11	669	716	12	728	3,570	47,897	19,303	67,200	25,857	10,961	36,818	32,934

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12.)—General Summary of Statistics of Inspection—*continued.*

Denominations.	Number of Scholars on the Registers aged											
	Under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	21 and over.	Total.
In *Public* Schools - - -	94	2,254	6,672	9,171	8,685	7,281	5,338	4,036	2,788	2,134	7,733	56,186
In Schools connected with *Church of Scotland* - - - -	—	8	13	19	14	15	12	12	11	6	51	161
Free Church - - - -	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church - - -	—	1	20	28	39	32	19	14	9	3	3	168
Roman Catholic Church - -	3	131	439	937	1,053	992	820	644	510	443	1,672	7,644
Undenominational and other Schools	1	22	78	146	213	411	405	461	286	329	689	3,041
Total - -	98	2,416	7,222	10,301	10,004	8,731	6,594	5,167	3,604	2,915	10,148	67,200

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12.)—General Summary of Statistics of Inspection—*continued.*

Denominations.	Number of Scholars paying per Week										
	Nothing.	Less than One Penny.	Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Sixpence.	Sixpence and less than Ninepence.	Ninepence and over.	Total.	Total Number of Free Scholars.	Total Number of Scholars paying Fees.
In *Public* Schools	27,512	1,773	5,299	7,749	10,875	2,267	698	13	56,186	27,512	28,674
In Schools connected with *Church of Scotland*	4	—	—	157	—	—	—	—	161	4	157
Free Church	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	75	—	—	—	—	32	61	—	168	75	93
Roman Catholic Church	6,796	—	55	673	102	18	—	—	7,644	6,796	848
Undenominational and other Schools	323	—	8	452	1,787	415	56	—	3,041	323	2,718
Total	34,710	1,773	5,362	9,031	12,764	2,732	815	13	67,200	34,710	32,490

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12.)—General Summary of Statistics of Inspection—*continued.*

Denominations.	Number of complete 12 Hours' Instruction for which the Grant was paid under Article 10(*a*.).	Number of complete 12 Hours' Instruction for which the Grant was paid under Article 10(*b*.).			Payments under Article 11.						Amount paid out of Parliamentary Grant during Year ended 30th September 1894.	Rate of Grant per Scholar in Average Attendance.
					Cookery.				Laundry Work.			
	Fixed Grant 1*s*.	At 1*s*.	At 1*s*. 6*d*.	Total.	Departments.	Number paid at 2*s*.	Number paid at 4*s*.	Total.	Departments.	Number paid at 2*s*.		
											£ *s*. *d*.	£ *s*. *d*.
In *Public* Schools	288,497	68,592	185,554	254,146	112	2,780	1,045	3,825	14	268	28,702 11 0	1 0 4½
In Schools connected with *Church of Scotland*	843	482	354	836	—	—	—	—	—	—	78 16 6	0 14 8¾
Free Church	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	1,133	794	328	1,122	—	—	—	—	—	—	120 19 0	1 1 0¾
Roman Catholic Church	32,634	13,017	17,018	30,035	5	147	102	249	2	76	3,278 6 0	0 16 3
Undenominational and other Schools	8,171	795	5,507	6,302	—	—	—	—	—	—	840 10 0	1 13 0¾
Total	331,278	83,680	208,761	292,441	117	2,927	1,147	4,074	16	344	33,021 2 6	1 0 0½

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12A.)—Details of the Various Subjects of Instruction.

Article 2.

Denominations.	Elementary Subjects.								English Subjects.							
	Reading or Recitation, or both combined.		Writing and Composition.		Reading and Writing combined.		Arithmetic.		English.		Geography.		History.		The Life and Duties of the Citizen	
	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.
In *Public* Schools	261	15,532	508	32,771	109	5,428	609	40,316*	95	4,857	149	7,788	58	5,108	71	5,191
In Schools connected with *Church of Scotland*	—	—	1	55	—	—	2	118	—	—	1	83	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	3	164	3	165	1	74	3	155	2	104	2	135	1	74	1	74
Roman Catholic Church	30	4,039	31	4,245	17	3,450	39	6,775	8	901	12	1,754	10	1,534	8	1,181
Undenominational and other Schools	6	312	7	332	1	12	10	468	6	222	3	92	1	5	1	24
Total	300	20,047	550	37,548	128	8,964	663	47,830	111	6,084	167	9,852	70	6,721	81	7,440

* Including 11 departments with 487 scholars taking Higher Arithmetic.

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12A.)—Details of the Various Subjects of Instruction—*continued.*

Article 2—*continued.*

Denominations.	Languages.										Mathematics.					
	French.		German.		Gaelic.		Latin.		Greek, Spanish, Danish, and Norwegian.		Euclid.		Algebra.		Mensuration.	
	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.
In *Public* Schools	67	1,369	20	318	6	172	33	409	8	153	99	2,856	97	2,858	175	4,976
In Schools connected with *Church of Scotland*	1	35	1	35	—	—	—	—	—	—	1	35	1	35	1	35
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	13
Episcopal Church	—	—	—	—	1	71	—	—	—	—	1	23	6	148	3	31
Roman Catholic Church	2	29	—	—	—	—	2	24	—	—	2	33	3	54	2	77
Undenominational and other Schools	4	174	2	50	—	—	4	52	3	26	103	2,947	101	3,095	182	5,132
Total	74	1,607	23	403	7	243	39	485	11	179*						

* 124 Scholars in 7 Departments took Greek, 48 Scholars in 3 Departments took Spanish, and 7 Scholars in 1 Department took Spanish and Norwegian.

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12A.)—Details of the Various Subjects of Instruction—*continued.*

Article 2—*continued.*

Denominations.	Science Subjects and Subjects of Practical Utility.															
	Shorthand.		Book-keeping.		Elementary Physiography.		Mechanics.		Chemistry.		Magnetism and Electricity.		Human Physiology.		Science of Common Things.	
	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.
In *Public* Schools	161	6,917	164	5,041	36	1,497	24	703	23	1,245	20	698	18	898	13	1,076
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	3	97	—	—	2	255	—	—	—	—	—	—	—	—	1	63
Undenominational and other Schools	5	751	4	159	—	—	1	31	1	14	—	—	1	36	—	—
Total	169	7,765	168	5,200	38	1,752	25	734	24	1,259	20	698	19	934	14	1,139

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12A.)—Details of the Various Subjects of Instruction—*continued.*

Article 2—*continued.*

Denominations.	Science Subjects and Subjects of Practical Utility.															
	Mining.		Elementary Physics and Chemistry.		Botany.		Theory of Music.		Typewriting.		Building Construction.		Sound, Light, and Heat.		Other Subjects.*	
	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.
In *Public* Schools	9	322	6	285	5	111	3	185	3	45	2	37	2	34	7	261
In School connected with *Church of Scotland*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Undenominational and other Schools	—	—	—	—	—	—	1	13	—	—	1	23	—	—	2	108
Total	9	322	6	285	5	111	4	198	3	45	3	60	2	34	9	369

* Science Lectures, Natural History, Logic, Geology, Commerce, Naval Architecture, Iron and Steel Manufacture, and Mechanical Engineering.

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12A.)—Details of the Various Subjects of Instruction—*continued.*

Article 2—*continued.*

Denominations	Subjects for Boys and Men only.						Subjects for Girls and Women only.									
	Agriculture.		Horticulture.		Navigation.		Domestic Economy.		Needlework.		Cookery.		Laundry Work.		Dressmaking.	
	Department.	Number of Scholars.	Department.	Number of Scholars.	Department.	Number of Scholars.	Department.	Number of Scholars.	Department.	Number of Scholars.	Department.	Number of Scholars.	Department.	Number of Scholars.	Department.	Number of Scholars.
In Public Schools	36	844	3	103	24	558	60	1,756	163	6,360	126	5,605	15	420	13	710
In Schools connected with Church of Scotland	—	—	—	—	—	—	—	—	2	37	—	—	—	—	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	—	—	—	—	—	—	13	1,497	21	2,197	5	324	2	88	—	—
Denominational and other Schools	—	—	—	—	—	—	—	—	2	160	—	—	—	—	—	—
Total	36	844	3	103	24	558	73	3,253	188	8,754	131	6,019	17	508	13	710

Statistics of Inspection of Annual Grant Schools—*continued.*

Evening Continuation Schools.

(No. 12A.)—Details of the Various Subjects of Instruction—*continued.*

Denominations.	Article 3.										Article 20.	
	Drawing.		Manual or Technical Instruction.		Suitable Physical Exercises.		Military Drill (for Boys and Men).		Vocal Music.		Blind and Deaf Mute Scholars.	
	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of Scholars.	Departments.	Number of holars.	Departments.	Number paid at 3*l.* 3*s.* (Elementary Subjects).
In *Public* Schools	117	6,073	4	389	24	1,936	3	124	70	3,784	3	19
In Schools connected with *Church of Scotland*	—	—	—	—	—	—	—	—	1	35	—	—
Free Church	—	—	—	—	—	—	—	—	—	—	—	—
Episcopal Church	1	13	—	—	—	—	—	—	—	—	—	—
Roman Catholic Church	1	75	—	—	1	60	4	600	16	2,072	—	—
Undenominational and other Schools	3	165	—	—	1	187	—	—	5	627	—	—
Total	122	6,326	4	389	26	2,183	7	724	92	6,518	3	19

STATISTICS of INSPECTION of ANNUAL GRANT SCHOOLS—*continued.*

EVENING CONTINUATION SCHOOLS.

(No. 12B.)—ANNUAL INCOME and EXPENDITURE.

DENOMINATIONS.	INCOME.																	
	Voluntary Contributions and Endowments.			School Board Rates.			School Pence.			Government Grant, 1892–93.			From Science and Art Department.			From County Councils for Technical Education.			Other Sources.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
In *Public* Schools	969	7	11	14,842	10	2	5,635	16	1	9,834	18	0	1,845	0	0	1,371	1	6	427	8	3	34,126	1	11
In Schools connected with *Church of Scotland*	12	0	0	—			17	17	6	—			—			—			—			29	17	6
Free Church	—			—			—			—			—			—			—			—		
Episcopal Church	—			—			18	6	5	69	4	0	—			—			—			87	10	5
Roman Catholic Church	607	16	4	—			129	10	6	675	12	0	—			—			0	4	0	1,404	2	10
Undenominational and other Schools	59	15	3	—			963	7	6	122	8	0	—			145	0	0	6	10	0	1,287	0	3
Total	1,648	19	6	14,842	10	2	6,715	17	6	9,902	2	0	1,845	0	0	1,516	1	6	434	2	3	36,934	12	11

DENOMINATIONS.	EXPENDITURE.								
	Salaries.			Books and Apparatus.			Miscellaneous.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
In *Public* Schools	26,456	14	7	2,984	6	10	4,227	13	3	33,668	14	8
In Schools connected with *Church of Scotland*	92	7	10	11	16	4	4	10	0	108	14	2
Free Church	—			—			—			—		
Episcopal Church	85	6	5	4	2	0	7	6	8	96	15	1
Roman Catholic Church	2,076	3	6	391	6	4	1,061	1	11	3,543	11	9
Undenominational and other Schools	890	19	3	138	15	10	414	9	4	1,426	4	5
Total	29,600	11	7	3,529	7	4	5,715	1	2	38,845	0	1

Statistics of Inspection of Annual Grant Schools—*continued.*

Day Schools.

(No. 13.)—Annual Income and Expenditure.

Denominations.	Income.								
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Fee Grant.	Books, &c. sold to Scholars.	Government Grant, 1892–93.	Other Sources.*	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	13,025 4 1	296,044 6 7	293 14 7	20,703 10 11	289,900 8 2	17,820 18 7	500,942 16 7	33,848 1 6	1,172,579 1 0
In Schools connected with *Ch. of Scot.*	240 1 3	—	1,330 7 4	1,335 8 3	3,053 14 0	311 10 10	6,626 12 5	1,543 7 10	14,441 1 11
Free Church	32 5 10	—	428 15 0	572 7 5	1,921 14 0	447 1 8	4,211 2 11	1,383 11 5	8,996 18 3
Episcopal Church	636 7 5	—	3,432 18 7	207 14 4	6,613 8 0	518 6 1	10,176 7 1	416 4 9	22,001 6 3
Roman Catholic Church	527 4 9	—	18,795 3 7	353 16 1	26,200 2 8	3,016 16 8	42,161 4 1	1,090 19 7	92,145 7 5
Undenominational and other Schools	4,535 16 7	—	4,907 4 9	3,976 12 5	7,220 11 9	339 10 4	14,568 8 11	572 5 5	36,120 10 2
Total	18,996 19 11	296,044 6 7	29,188 3 10	27,149 9 5	334,909 18 7	22,454 4 2	578,686 12 0	38,854 10 6	1,346,284 5 0

Denominations.	Expenditure.				Rate of Income per Scholar in Average Attendance.	Rate of Expenditure per Scholar in Average Attendance.
	Salaries.	Books and Apparatus.	Miscellaneous.	Total.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In *Public* Schools	932,645 3 10	51,169 2 8	182,649 13 9	1,166,464 0 3	2 8 0¼	2 7 10½
In Schools connected with *Church of Scotland*	11,734 3 9	488 19 9	1,747 14 5	13,970 17 11	2 6 7	2 5 1
Free Church	7,047 4 4	734 15 6	1,045 6 0	8,827 5 10	2 2 2½	2 1 4¼
Episcopal Church	16,253 2 5	1,253 7 5	3,820 19 7	21,327 9 5	1 19 2½	1 18 0
Roman Catholic Church	54,749 6 5	5,695 2 3	31,527 0 9	91,371 9 5	2 1 3½	2 0 10½
Undenominational and other Schools	27,744 15 4	1,077 3 2	6,130 6 1	34,952 4 7	2 11 10½	2 10 3¼
Total	1,049,573 16 1	60,418 10 9	226,921 0 7	1,336,913 7 5	2 7 4¼	2 7 0¼

* Including 19,298*l.* 7*s.* 10*d.* from Science and Art Department, 10,029*l.* 10*s.* 1*d.* from Secondary Education Committees, and 2,027*l.* 16*s.* 4*d.* from County Councils for Technical Instruction.

Statistics of Inspection of Annual Grant Schools—*continued.*

(No. 14)—Annual Grants.

Amounts Claimed.

Denominations.	Day Schools. Amount claimed on: Average Attendance. Art. 19 A.	Examination: Children under Standard III. Article 19 B 1 (a).	Examination: Children above Standard III. Article 19 B 1 (b).	Examination: In Classes. Art. 19 C.	Examination: In Specific Subjects. Art. 21.	Special Grants to Small Schools. Art. 19 D.	Pupil-teachers. Art. 19 E.	Blind and Deaf-mute Children. Art. 20.	Exceptions under Art. 10.	Total.	Evening Schools. Amount claimed on: Article 10 (a).	Articles 10 (b.) and 11.	Blind and Deaf Mute Children. Art. 20.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	319,751 12 4	41,055 7 8	22,253 15 0	107,504 0 11	17,521 0 0	12,964 8 0	5,480 3 4	358 18 3	6,500 18 6	533,188 5 0	4,056 7 0	18,145 14 6	22 1 0	32,824 3 6
Schools connected with *Ch. of Scotl.*	3,006 3 6	431 19 0	317 7 0	1,314 14 0	322 6 0	170 0 0	90 5 0	—	—	6,651 14 6	42 5 0	50 13 0	—	92 16 0
Free Church	2,764 19 6	342 13 0	228 12 0	938 11 0	188 10 0	—	92 5 0	—	132 1 8	4,687 12 2	—	—	—	—
Episcopal Ch.	7,187 16 6	924 5 0	362 15 0	2,614 14 0	196 16 0	25 0 0	130 13 4	—	47 11 2	10,579 12 0	56 13 0	64 6 0	—	120 19 0
Rom. Cath. Ch.	28,872 1 4	4,519 1 6	1,356 2 8	9,301 9 8	346 10 0	25 0 0	227 6 8	270 19 9	—	44,918 11 6	1,631 14 0	1,094 3 0	—	3,025 17 0
Undenominational Schools	8,948 3 3	1,028 4 4	703 11 9	2,852 18 6	598 3 0	345 0 0	156 5 0	1,722 5 3	205 5 9	16,089 16 10	420 0 0	465 12 0	—	885 12 0
Total	371,529 16 5	49,184 10 6	25,282 5 5	125,708 8 1	19,083 5 6	13,629 8 0	6,186 18 4	2,350 3 3	6,975 17 8	616,015 12 6	16,806 17 0	20,720 8 6	22 1 0	37,549 6 6

Deductions from Claims, and Amounts granted.

Denominations.	Day Schools. Deductions: Under Article 32 (a).	Under Articles 32 (b) and 17 (c).	Under Article 32 (c).	Under Article 32 (d).	Total.	Total Amount of Grants.	Evening Schools. Deductions. (Art. 32b.)	Total Amount of Grants.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	7,745 11 1	444 15 0	147 5 4	69 13 10	8,407 7 3	524,780 17 9	4,121 11 6	28,702 17 0
Schools connected with *Church of Scotland*	126 3 3	—	—	—	126 3 3	6,525 11 4	13 19 6	78 16 6
Schools connected with *Free Church*	266 12 8	14 13 3	—	—	281 5 11	4,405 6 3	—	—
Schools connected with *Episcopal Church*	461 3 4	12 14 8	34 11 8	11 18 6	520 8 2	10,059 4 4	—	120 19 0
Schools connected with *Roman Catholic Church*	509 11 0	45 8 9	82 2 4	22 9 10	744 17 8	44,173 13 10	347 11 0	3,025 6 0
Undenominational Schools	248 15 8	3 7 3	3 6 0	22 10 8	277 18 6	16,811 3 4	45 2 6	394 16 0
Total	9,271 18 11	516 18 7	267 8 4	126 11 10	10,171 17 8	606,743 14 10	4,528 4 0	33,321 2 6

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants for Years 1885 to 1894.

Public Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	From Secondary Education Committees.	Grants from Science and Art Dept.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1885	9,660	206,141	352	236,758	—	321,286	—	—	6,081	780,278	2 2 5	1 4 11¼	2,511	372,790
1886	9,468	227,530	450	251,479	—	340,041	—	—	6,585	835,553	2 2 10½	1 5 3½	2,528	392,561
1887	10,900	233,442	597	262,208	—	361,861	—	—	6,353	875,361	2 3 2	1 5 1¾	2,570	410,560
1888	10,175	247,060	641	272,640	—	379,032	—	—	6,680	916,228	2 4 3½	1 5 9¾	2,580	418,239
1889	11,037	254,665	498	276,815	—	398,608	—	—	7,288	948,911	2 4 7½	1 5 9¼	2,616	429,169
1890	9,995	244,516	352	200,712	98,177	405,899	—	—	9,010	968,661	2 4 7½	1 5 9	2,590	439,819
1891	11,317	270,687	504	67,801	244,868	422,544	—	16,967	3,070	1,038,418	2 4 10½	0 15 10	2,653	458,522
1892	11,937	262,205	290	51,009	268,748	467,136	—	16,412	3,201	1,080,938	2 6 4	0 14 6	2,595	473,447
1893	12,374	290,295	719	42,488	271,570	474,182	—	16,195	4,503	1,112,326	2 7 1½	0 14 5¾	2,679	483,294
1894	13,025	296,045	294	38,524	289,900	500,943	9,913	17,812	6,125	1,172,579	2 8 0½	0 14 3¼	2,700	497,300
Total	109,888	2,532,586	4,757	1,700,434	1,173,263	4,071,532	9,913	67,386	59,494	9,729,253	—	—	—	—

Schools connected with Church of Scotland.

1885	1,136	—	3,688	10,168	—	12,003	—	—	317	27,312	2 1 7½	1 3 1¾	100	13,173
1886	486	—	3,362	10,367	—	11,917	—	—	368	26,500	2 1 6½	1 2 9½	94	12,486
1887	487	—	3,445	9,307	—	10,888	—	—	337	24,454	2 2 11½	1 3 10¼	86	11,431
1888	385	—	3,115	9,094	—	10,254	—	—	130	22,978	2 2 3½	1 3 5	80	10,870
1889	442	—	2,967	8,583	—	9,199	—	—	81	21,272	2 2 3½	1 3 4¼	72	9,638
1890	620	—	2,344	5,904	1,935	8,806	—	—	517	20,126	2 5 8½	1 5 6½	69	8,789
1891	114	—	1,904	2,272	3,000	6,298	—	542	71	14,201	2 4 5	0 15 4½	55	6,410
1892	430	—	1,664	3,090	3,006	7,260	—	641	54	16,145	2 5 8	0 16 7½	50	7,048
1893	325	—	1,486	2,068	3,270	7,184	—	643	508	15,484	2 5 10½	0 12 11½	46	6,572
1894	240	—	1,330	1,647	3,054	6,626	78	411	1,055	14,441	2 6 7	0 13 9½	44	6,199
Total	4,665	—	25,305	62,500	14,265	90,435	78	2,237	3,428	202,913	—	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Free Church Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	From Secondary Education Committees.	Grants from Science and Art Dept.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools Inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1887	307	—	865	5,346	—	5,462	—	—	446	12,426	2 3 2½	1 4 7½	27	5,807
1888	698	—	631	5,443	—	5,004	—	—	285	12,061	2 3 5½	1 4 10½	26	5,092
1889	41	—	469	6,423	—	5,172	—	—	353	11,973	2 4 7½	1 5 2½	25	5,142
1890	439	—	477	6,358	—	5,221	—	—	245	12,740	2 5 3½	1 5 2½	25	5,153
1892	317	—	415	5,163	—	4,874	—	—	207	10,979	2 5 5	1 5 3½	23	4,726
1893	166	—	454	3,625	1,031	4,652	—	—	307	10,145	2 4 1½	1 4 3½	19	4,084
1894	344	—	617	2,474	2,359	4,422	—	128	16	10,296	2 3 7½	0 15 4	18	4,740
1895	184	—	486	1,878	2,268	4,213	—	445	21	10,495	2 5 7½	0 13 11	19	4,612
1896	25	—	631	1,004	1,895	4,806	—	415	494	9,935	2 3 11½	0 12 2½	17	4,355
1897	32	—	429	1,020	1,922	4,211	—	251	1,132	8,997	2 2 2½	0 12 3	15	4,197
Total	2,850	—	5,497	37,259	9,365	49,007	—	1,439	3,416	108,813	—	—	—	—

Episcopal Schools.

1888	293	—	3,242	5,662	—	7,892	—	—	262	17,250	1 14 5½	0 18 5½	74	10,242
1889	206	—	3,621	5,849	—	8,498	—	—	217	18,182	1 14 5½	0 18 6½	75	10,681
1890	580	—	3,074	5,614	—	8,601	—	—	196	17,902	1 14 7½	0 18 0	73	10,172
1891	533	—	3,217	5,960	—	8,854	—	—	156	17,980	1 15 0	0 18 8½	73	10,450
1892	300	—	3,276	6,151	—	8,662	—	—	166	18,514	1 15 0½	0 18 8	73	10,680
1893	397	—	3,242	4,846	2,114	8,893	—	—	265	19,997	1 16 8½	0 19 1½	74	11,068
1894	460	—	2,629	943	5,068	8,456	—	73	119	18,293	1 14 6½	0 7 4½	71	10,038
1895	409	—	2,827	819	6,199	9,663	—	74	221	20,212	1 16 4½	0 7 9½	70	10,928
1896	633	—	3,478	669	5,642	10,025	—	94	206	21,856	1 17 11½	0 8 9	74	11,490
1897	937	—	3,433	526	6,613	10,156	—	128	288	22,00	1 19 2½	0 9 0½	74	11,509
Total	4,947	—	[illegible]	36,747	27,941	89,138	—	369	2,025	193,421	—	—	—	—

* Calculated on available [illegible] returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Roman Catholic Schools.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	From Secondary Education Committees.	Grants from Science and Art. Dept.	From other Sources.	Total	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1885 - -	587	—	12,694	13,699	—	26,394	—	—	404	53,778	1 11 11	0 16 0¾	148	34,378
1886 - -	379	—	14,249	14,312	—	28,269	—	—	280	57,489	1 12 2¾	0 16 5	150	35,561
1887 - -	298	—	14,306	15,290	—	30,259	—	—	153	60,306	1 13 3½	0 16 5¾	152	36,738
1888 - -	342	—	15,077	16,305	—	30,448	—	—	140	62,312	1 13 6½	0 16 11	156	37,376
1889 - -	511	—	15,465	17,262	—	32,238	—	—	162	65,638	1 14 5¼	0 17 6¼	160	38,462
1890 - - -	447	—	15,324	13,170	7,165	32,989	—	—	322	69,417	1 15 11½	0 18 10½	163	39,029
1891 - -	683	—	15,549	3,312	21,497	34,453	—	178	160	75,832	1 17 5	0 9 8	166	40,146
1892 - -	465	—	17,484	3,356	23,620	36,943	—	309	273	82,450	1 19 9½	0 10 4½	173	42,171
1893 - -	476	—	20,113	3,140	24,943	40,140	—	260	287	89,359	2 0 10½	0 10 10	177	43,659
1894 - -	527	—	18,795	3,371	26,200	42,161	—	294	797	92,145	2 1 3¾	0 10 6¼	179	45,837
Total -	4,715	—	159,056	103,217	103,425	334,294	—	1,041	2,978	708,726	—	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Undenominational and other Schools.

Year	From Fees paid	From School Board Rates	From Voluntary Contributions	From School Pence	From Fee Grant	From Government Grants	From Secondary Education Commissions	Grants from Science and Art Dept.	From other Sources	Total	Rate of Income per Scholar in Average Attendance *	Rate of Income per Scholar from Local Sources *	Total No. of Schools inspected	Average No. of Scholars in Attendance
	£	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1887	8,660	—	9,016	15,488	—	25,007	—	—	405	61,052	2 1 8	1 5 11	222	28,774
1888	8,862	1	7,181	20,088	—	25,883	—	—	700	63,703	2 4 2½	1 6 4½	220	28,568
1889	9,058	5	7,497	18,454	—	25,075	—	—	443	60,224	2 4 3½	1 5 7	208	27,176
1890	8,904	—	6,443	18,184	—	24,425	—	—	405	58,378	2 5 3	1 6 5½	196	26,228
1891	8,231	—	5,858	17,871	—	24,111	—	—	386	56,508	2 6 4½	1 7 6½	176	22,756
1892	7,905	—	5,985	17,644	4,806	20,008	—	—	654	57,098	2 8 6½	1 9 3½	163	20,787
1893	8,062	—	6,165	18,870	8,274	17,163	—	571	808	44,011	2 9 0½	2 0 8½	143	18,049
1894	7,869	—	6,551	19,507	9,759	17,049	—	584	89	44,014	2 11 4½	2 0 8½	127	16,480
1895	7,981	—	4,814	18,515	7,246	16,224	—	577	197	37,274	2 11 11	1 0 3½	112	14,006
1896	7,577	—	4,997	18,516	7,221	14,679	53	492	191	36,121	2 11 10½	0 18 9½	107	13,463
Total	82,246	—	64,350	196,340	36,988	204,599	53	2,227	4,328	566,576	—	—	—	—

* Calculated on Inspector's Returns [illegible]

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Years.

Year.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	From Secondary Education Committees.	Grants from Science and Art Dept.	From other Sources.	Total.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Total No. of Schools inspected.	Average No. of Scholars in Attendance.
	£	£	£	£	£	£	£	£	£	£	£ s. d.	£ s. d.		
1885 - -	20,715	206,141	30,024	290,121	—	398,034	—	—	7,915	952,950	2 1 5¼	1 4 1¼	3,082	465,164
1886 - -	19,937	227,530	29,980	308,229	—	419,217	—	—	8,495	1,013,388	2 1 11¼	1 4 5¼	3,093	485,649
1887 - -	21,569	233,442	29,518	316,012	—	441,854	—	—	7,825	1,050,220	2 2 4	1 4 3¼	3,113	501,759
1888 - -	19,588	247,060	28,894	327,466	—	456,734	—	—	7,754	1,087,496	2 3 3¾	1 4 11¾	3,108	507,296
1889 - -	19,808	254,665	28,272	331,805	—	475,084	—	—	8,278	1,117,912	2 3 8½	1 5 0¾	3,118	515,491
1890 - -	18,120	244,516	27,384	240,304	115,028	481,177	—	—	11,315	1,137,844	2 3 11¼	1 5 2¼	3,078	524,326
1891 - -	17,913	270,687	27,623	82,618	285,471	493,356	—	18,462	4,903	1,201,033	2 4 3	0 15 4¾	3,106	538,365
1892 - -	17,124	262,205	29,102	65,859	311,597	543,234	—	18,265	3,859	1,251,245	2 5 9½	0 14 3¾	3,034	554,685
1893 - -	18,919	290,295	31,041	54,529	315,446	551,624	—	17,984	6,189	1,286,027	2 6 6	0 14 2	3,105	563,286
1894 - -	18,997	296,045	29,188	49,604	334,910	578,686	10,030	19,298	9,526	1,346,284	2 7 4¼	0 13 11¼	3,119	578,455
Total -	192,690	2,532,586	291,026	2,066,547	1,362,452	4,839,000	10,030	74,009	76,059	11,444,399	—	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Income of Elementary Schools inspected for Annual Grants—*continued*.

Summary under Denominations.

——	For Years.	From Endowment.	From School Board Rates.	From Voluntary Contributions.	From School Pence.	From Fee Grant.	From Government Grants.	From Secondary Education Committees.	Grants from Science and Art Department.	From other Sources.	Total.
		£	£	£	£	£	£	£	£	£	£
Public Schools - - - - - -	1885–1894	109,888	2,532,586	4,757	1,700,434	1,173,263	4,071,532	9,013	67,386	59,494	9,729,253
Schools connected with *Church of Scotland*	„	4,665	—	25,305	62,500	14,265	90,435	78	2,237	3,428	203,913
Free Church Schools - - -	„	2,830	—	5,497	37,259	9,365	49,007	—	1,439	3,416	108,813
Episcopal Schools - - - -	„	4,047	—	32,059	30,747	27,041	80,133	—	369	2,025	101,421
Roman Catholic Schools - - -	„	4,715	—	159,056	103,217	103,425	334,294	—	1,041	2,958	708,726
Undenominational and other Schools -	„	66,545	—	64,352	126,399	35,093	204,599	39	1,537	4,718	503,273
Total - - -	1885–1894	192,690	2,532,586	291,026	2,060,547	1,362,452	4,829,000	10,030	74,009	76,059	11,444,399

(No. 15.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants for Years 1885–1894.

Public Schools.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in Average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1885 -	647,845	16,970	110,735	775,550	2 2 2½	2,511	372,790
1886 -	687,982	20,400	122,827	831,209	2 2 8½	2,528	392,561
1887 -	718,057	28,047	125,811	871,915	2 3 0½	2,570	410,560
1888 -	742,404	36,587	133,696	912,687	2 4 1½	2,580	418,239
1889 -	767,099	35,547	142,144	944,790	2 4 5½	2,626	429,169
1890 -	782,119	34,726	143,753	960,598	2 4 4	2,590	439,819
1891 -	835,276	39,415	151,726	1,026,417	2 4 5½	2,653	458,522
1892 -	859,053	43,672	169,537	1,072,262	2 6 0½	2,595	473,447
1893 -	882,798	47,224	178,079	1,108,101	2 6 11½	2,679	483,294
1894 -	932,645	51,169	182,650	1,166,464	2 7 10½	2,700	497,300
Total -	7,855,278	353,757	1,460,958	9,669,993	—	—	—

Schools connected with Church of Scotland.

1885 -	22,729	943	3,879	27,551	2 2 0	100	13,173
1886 -	22,383	930	3,272	26,585	2 1 4½	94	12,486
1887 -	20,036	935	3,302	24,273	2 2 7½	86	11,431
1888 -	19,087	967	2,247	22,301	2 1 0½	80	10,870
1889 -	16,971	770	2,728	20,469	2 1 6½	72	9,638
1890 -	16,733	740	2,397	19,870	2 5 1½	69	8,789
1891 -	11,577	480	1,756	13,813	2 3 2½	55	6,410
1892 -	13,647	750	1,932	16,329	2 6 2½	50	7,048
1893 -	12,577	738	1,827	15,142	2 4 10½	46	6,572
1894 -	11,734	489	1,748	13,971	2 5 1	44	6,199
Total -	167,474	7,742	25,088	200,304	—	—	—

Free Church Schools.

1885 -	10,948	305	1,355	12,608	2 4 3½	27	5,807
1886 -	10,090	272	1,425	11,787	2 3 3½	26	5,692
1887 -	10,378	349	1,440	12,167	2 5 6½	25	5,342
1888 -	10,255	433	1,388	12,076	2 6 9½	25	5,183
1889 -	9,926	340	1,429	11,695	2 8 5½	22	4,786
1890 -	9,210	321	1,236	10,767	2 6 10	19	4,654
1891 -	8,802	348	1,408	10,558	2 4 6½	18	4,720
1892 -	8,420	586	1,197	10,203	2 4 5½	19	4,612
1893 -	7,594	704	1,228	9,526	2 2 1½	17	4,355
1894 -	7,047	735	1,045	8,827	2 1 4½	15	4,107
Total -	92,670	4,393	13,151	110,214	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants—*continued.*

Episcopal Schools.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in average Attendance.*	Total Number of Schools inspected	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1885 -	13,930	581	2,853	17,364	1 14 8½	74	10,242
1886 -	14,499	586	3,105	18,190	1 14 6	75	10,871
1887 -	14,422	580	2,626	17,628	1 13 11½	73	10,111
1888 -	14,099	958	2,874	17,931	1 14 10½	72	10,490
1889 -	14,776	968	3,052	18,796	1 15 6½	73	10,880
1890 -	15,053	942	3,563	19,558	1 15 4½	74	11,080
1891 -	14,587	896	3,050	18,533	1 14 11	71	10,827
1892 -	16,108	914	3,445	20,467	1 17 1½	70	10,967
1893 -	16,663	1,104	4,134	21,901	1 18 4½	74	11,490
1894 -	16,253	1,253	3,821	21,327	1 18 0	74	11,440
Total -	160,390	8,782	32,523	191,695	—	—	—

Roman Catholic Schools.

1885 -	36,014	3,304	14,421	53,739	1 11 6½	548	34,518
1886 -	38,226	3,203	15,472	56,901	1 11 11	550	35,571
1887 -	39,273	3,805	15,270	58,348	1 12 0½	552	35,948
1888 -	40,962	4,400	16,013	61,375	1 12 11½	550	35,956
1889 -	42,189	4,219	18,005	64,413	1 13 9½	550	36,473
1890 -	43,495	4,159	20,169	67,823	1 15 1½	555	37,979
1891 -	46,992	4,716	24,006	75,714	1 17 2½	557	40,410
1892 -	49,254	5,146	28,042	82,442	1 19 6	573	42,071
1893 -	52,320	5,766	31,020	89,106	2 0 6½	577	43,854
1894 -	54,150	5,695	31,527	91,372	2 0 10½	580	45,842
Total -	442,875	44,413	213,945	701,233	—	—	—

Undenominational and other Schools.

1885 -	48,940	1,952	9,980	60,872	2 2 0	233	28,774
1886 -	50,382	1,990	10,240	62,612	2 3 4½	230	28,508
1887 -	47,484	2,203	8,866	58,553	2 2 11½	228	27,386
1888 -	44,206	2,144	8,892	55,242	2 3 11½	225	27,118
1889 -	44,148	1,977	8,919	55,044	2 5 3½	230	27,504
1890 -	45,906	1,926	9,715	57,547	2 6 10½	235	27,787
1891 -	38,124	1,695	8,218	48,037	2 8 6	243	25,889
1892 -	40,994	1,814	7,838	50,646	2 11 2½	237	25,480
1893 -	37,228	1,674	7,791	46,693	2 10 11½	241	24,906
1894 -	37,249	1,777	8,178	47,204	2 10 6½	237	25,461
Total -	390,660	17,152	81,660	489,452	—	—	—

* Calculated on complete annual returns only.

(No. 15.)—Abstract of Expenditure of Elementary Schools inspected for Annual Grants—*continued.*

Summary under Years.

Year.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Rate of Expenditure per Scholar in average Attendance.*	Total Number of Schools inspected.	Average Number of Scholars in Attendance.
	£	£	£	£	£ s. d.		
1885 -	780,115	24,055	143,229	947,399	2 1 3	3,082	465,164
1886 -	823,562	27,381	156,491	1,007,434	2 1 8¾	3,093	485,649
1887 -	849,550	36,008	157,325	1,042,883	2 2 0½	3,113	501,759
1888 -	871,023	45,491	164,910	1,081,424	2 3 0¾	3,108	507,296
1889 -	892,309	43,816	175,374	1,111,499	2 3 6	3,118	515,491
1890 -	904,516	42,726	179,815	1,127,057	2 3 7	3,078	524,326
1891 -	950,974	47,548	190,164	1,188,686	2 3 10	3,106	538,365
1892 -	977,984	52,782	211,776	1,242,542	2 5 5¾	3,034	554,685
1893 -	1,000,480	56,630	223,179	1,280,289	2 6 3¾	3,105	563,286
1894 -	1,049,574	60,418	226,921	1,336,913	2 7 0¾	3,119	578,455
Total -	9,100,087	436,855	1,829,184	11,366,126	—	—	—

Summary under Denominations.

—	For Years.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
		£	£	£	£
Public Schools - - - - -	1885–1894	7,855,278	353,757	1,460,958	9,669,993
Schools connected with *Church of Scotland* - - - - -	„	167,474	7,742	25,088	200,304
Free Church Schools - - -	„	92,670	4,393	13,151	110,214
Episcopal Schools - - - -	„	150,390	8,782	32,523	191,695
Roman Catholic Schools - - -	„	442,875	44,413	213,945	701,233
Undenominational and other Schools -	„	391,400	17,768	83,519	492,687
	1885–1894	9,100,087	436,855	1,829,184	11,366,126

* Calculated on complete annual returns only.

(No. 16.)—TABLE showing progress made during Years 1885–1894 in regard to ELEMENTARY DAY SCHOOLS inspected for ANNUAL GRANTS.

Number of	1885.	1886.	1887. Under Old Code.	1887. Under New Code.	1887. Total.	1888.	1889.	1890.	1891. Under Old Code (three months).	1891. Under New Code (nine months).	1891. Total.	1892.	1893.	1894.
Schools (institutions) inspected by H.M. Inspectors	3,081	3,092	1,382	1,729	3,111	3,115	3,116	3,076	442	2,663	3,105	3,030	3,004	3,054
Departments, under separate teachers in those schools	3,374	3,388	1,589	1,822	3,400	3,395	3,426	3,405	480	2,893	3,451	3,401	3,391	3,470
Scholars for whom accommodation is provided	660,101	669,405	378,825	289,150	667,975	687,207	706,985	714,865	177,643	565,193	742,836	735,411	732,747	737,244
Scholars on the school registers	592,266	611,498	309,221	292,614	601,835	611,540	648,039	664,466	185,549	492,102	677,651	668,092	664,815	680,335
Scholars present on day of inspection	521,417	542,902	325,071	233,620	558,691	567,491	578,601	586,023	166,735	456,613	623,348	621,296	618,221	634,458
Scholars in average attendance	455,655	476,890	286,505	205,230	491,735	499,239	503,100	512,696	141,425	396,940	538,365	535,098	542,851	567,442
Average attendance on which the grant was obtained	—	—	—	—	—	—	—	—	141,425	403,569	544,994	541,972	545,798	570,721
Scholars qualified by attendance to earn grants:—														
(a.) Scholars above seven years of age	392,544	412,439	244,492	184,651	429,143	437,067	441,947	444,758	118,081	—	118,081	—	—	—
(b.) Infants	62,558	64,573	36,305	28,603	64,908	64,344	67,940	71,288	21,274	—	21,274	—	—	—
Scholars presently examined	355,278	371,858	221,828	100,197	322,025	234,034	237,714	233,181	80,828	—	80,828	—	—	—
Scholars who passed in reading	338,517	354,000	208,994	94,332	303,326	225,225	229,573	226,248	76,076	—	76,076	—	—	—
Scholars ditto writing	325,056	342,811	204,601	86,095	290,696	208,996	213,966	215,793	55,657	—	55,657	—	—	—
Scholars ditto arithmetic	310,721	324,409	194,813	81,350	276,163	196,127	201,430	204,054	53,603	—	53,603	—	—	—
Scholars qualified by attendance, who earned grants without individual examination on being presented to the Inspector on the day of inspection	58,553	60,805	35,168	94,602‡	129,770	222,145‡	230,238‡	238,820‡	67,905‡	—	67,905‡	—	—	—
Average attendance on which the grant was paid for collective examination of:—														
Infants	—	—	—	—	—	—	—	—	—	35,481	35,481	58,874	64,271	70,010
Scholars under Standard III.	—	—	—	—	—	—	—	—	—	224,098	224,098	299,195	317,493	339,247
Scholars above Standard III.	—	—	—	—	—	—	—	—	—	141,025	141,025	183,228	164,564	190,485
Average attendance of scholars over 7 who earned grants under Art. 19 C. 1.	355,034	371,825	225,608	—	225,608	—	—	—	—	—	—	—	—	—
Ditto ditto Art. 19 C. 2.	337,129	354,821	219,031	—	219,031	—	—	—	—	—	—	—	—	—
Average attendance of scholars over 7 who earned grants under Art. 19 C. New Code	—	—	—	161,470	161,470	339,068	406,385	410,169	111,677	320,433	432,110	430,526	431,387	449,669
Scholars individually examined in specific subjects	62,846	68,722	36,431	21,700§	58,131	46,885§	60,416§	51,000§	8,931	36,644	46,586	44,986	44,280	47,533
Scholars who passed in one subject (only)	25,003	28,226	15,425	11,179	26,604	25,760	25,445§	25,129	4,826	19,403	24,229	23,709	23,279	26,128
Scholars ditto two subjects	25,992	28,543	14,769	6,000	20,769	14,210	13,597	13,924	2,924	9,210	12,134	12,575	12,607	13,600
Scholars ditto three subjects	3,766	4,753	2,207	2,035	4,242	4,000	5,048	4,973	726	3,103	3,829	3,442	3,494	3,805
Certificated teachers	6,365	6,764	3,693	3,333	7,026	7,274	7,476	7,765	1,806	6,045	7,851	8,212	8,295	8,917
Assistants	1,031	1,169	742	447	1,189	1,264	1,305	1,440	449	988	1,437	1,662	1,874	1,947
Pupil teachers	3,693	3,752	2,349	1,621	3,970	3,930	3,793	3,885	1,112	2,792	3,904	3,776	3,944	4,022
Female assistants (Art. 32 c. 3)	132	142	57	77	134	129	127	124	18	109	127	141	123	105
Supernumerary teachers	24	24	32	10	42	37	38	40	25	34	62	66	62	50

‡ Including scholars in classes corresponding to Standards I. and II.

§ Under Art. 19 C. New Code not now a specific subject.

¶ Standards III. VI.

(No. 17.)

Day Schools.

Population of School Age*; Age of Scholars; and Per-centage of School Age on the Registers of Elementary Schools on the Annual Grant List; 1893–94.

——	Aged														Total.
	2 and under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	
Estimated population -	102,821	102,236	101,089	101,531	99,492	96,998	96,135	94,993	96,296	91,446	92,683	90,607	92,148	—	1,258,475
Number of scholars on the books of elementary schools on annual grant list - -	22	1,467	11,439	47,930	79,616	88,826	90,805	90,667	86,140	83,171	66,542	36,813	11,670	4,608	699,716
Number of scholars on the books of elementary schools inspected during year - -	22	1,402	11,109	46,925	78,093	87,110	89,012	88,939	84,486	81,710	65,330	36,157	11,495	4,545	686,335

Population of school age (5 to 14 years) - - - - - - - - - - -	860,181		
Number of scholars, (5 to 14), on the books of elementary schools on the annual grant list - - -	670,510	Per-centage	- 77·95

* To correspond with the ages of children on the school registers. Education is compulsory for children between 5 and 14 years of age. Education Acts (Scotland), 1872 to 1883

REPORTS OF HER MAJESTY'S INSPECTORS.

General Report, *for the Year* 1894, *by* John Kerr, Esq., M.A. Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Southern Division of Scotland.

My Lords,

I have the honour to present my report on the schools inspected by myself and my colleagues in the Southern Division of Scotland during 1894.

The increase in the number of schools has been normal, and the staff is numerically unchanged, Mr. Gall, to whom as my former and well-tried assistant in Glasgow I gave a hearty welcome, having been transferred from the West to fill the vacancy caused by Mr. Gunn's resignation. This is the only change in the division.

Payments under Art. 10.

The lapse of two months between the resignation of the one and the transference of the other made the use of Article 10 imperative, and to 11 schools, some of them large and representing in all 17 departments, payment of grants without detailed examination except for merit and labour certificates was recommended.

My colleagues have, as formerly, sent me the results of their experience during the past year. Some of the contributions are too long to be inserted in full. Wherever I have found it necessary to summarise or omit I trust it will be understood that I have done so not from choice but necessity.

I have been furnished, as on former occasions, with such abundance of materials on subjects which I have formerly treated in more or less full detail, and on lines not greatly dissimilar from theirs, that on many points I have not thought it necessary to do more than add a few supplementary remarks when my experience and theirs agreed, and a short statement when there seemed room for difference of opinion. The time usually available for my report has been this year so much curtailed by abnormal pressure of other work that I have had less hesitation in adopting this course.

School Supply.

Generally satisfactory.

In the division generally the supply of suitable buildings is either complete or being completed. Mr. Walker states that in some remote parishes schools formerly well attended have been closed for want of scholars. Mr. Dunn hopes for a new school in Dunfermline.

In this district the Edinburgh Board have had their hands pretty full. They have done much and would have done more but for the unusual severity of the winter, which has seriously interfered with building operations. Bruntsfield School was opened on the 1st February last. This school provides accommodation for nearly 1,800 children. Provision is also made for the teaching of science, cookery, woodwork, swimming, and gymnastics.

In Edinburgh new school

The Board have acquired ground for the purpose of enlarging North Merchiston School and playground. They do not intend proceeding with the enlargement of the school in the meantime as they consider Bruntsfield School will have ample accommodation for the children residing in the south-west of the city for some time to come.

New school being built.

Broughton School, now in course of erection, cannot be opened till next year, owing to the stoppage of work through the prolonged frost.

Accommodation is to be provided in this school for nearly 1,400 children. Provision is also to be made for the teaching of science, cookery, woodwork, swimming and gymnastics. Ground has been acquired for enlarging the playground.

Enlargements.

Two additional class-rooms, with accommodation for 120 pupils, and a cookery room have just been added to Leith Walk School, and it is expected that these will soon be ready for occupation.

The additions to Abbeyhill School are well advanced, and but for the frost might nearly have been completed by this time. The new buildings will provide accommodation for upwards of 500 infants, and will likewise contain cookery and science rooms, and a workshop, gymnasium, and swimming bath. Pending the completion of Broughton School and the enlargement of Abbeyhill School, the annexes to the latter-mentioned school and to London Street School will remain open. On the completion of Broughton School, and the enlargement of Abbeyhill and Leith Walk Schools, they think there will be ample accommodation for a considerable time to come for the children residing in the north-east and east of the city.

As the schools in the north-west of the city are for the most part nearly full, the board have appointed a special committee to make inquiry as to a suitable site for a school in that district.

In the south east of the city, deficiency of accommodation for infants has been a subject of complaint for some time past. The room for juveniles is satisfactory, but where the question concerns infants of tender years, crowded streets and much traffic, it is not enough that there are schools with sufficient accommodation and at distances accessible to juveniles. It is absolutely essential, if the attendance of children between the ages of five and seven is to be enforced in a large city, that schools should not be so far apart, or at such distances from the children's homes, as to cause danger or serious inconvenience.

Provision of new workshops and cooking rooms.

Workshop and cookery rooms have recently been provided at Canonmills and Regent Road Schools. Provision for instruction in woodwork is now made in nine additional schools. Five instructors in all are employed.

During the past year 11 schools have been provided with an additional supply of desks, chiefly for kindergarten purposes.

Additions to Royal High School.

The Board are now making extensive additions to the Royal High School, with the view of making it thoroughly in keeping with modern requirements. The new buildings will provide accommodation for about 250 additional pupils, and besides class-rooms, will provide a new chemical laboratory and new swimming bath.

Extension of school board district.

From and after the 15th May next the school board district will correspond with the new city parish under the management of the parish council, and will be nearly double the area of the present district. By this extension the St. Cuthbert and Dean School Board will, from the date mentioned, cease and determine, and its whole powers, duties, property, &c., will be transferred to the School Board of Edinburgh. At the present time it is difficult to estimate what further school supply may be required owing to this extension.

Proposed increase of staff in Edinburgh.

A proposal is now under consideration by the board for increasing the staff by 16 male, 43 female certificated teachers, and 27 pupil-teachers. This proposal has in view, among other things, relief to a considerable extent of the pupil-teachers from the actual work of teaching. In this connexion I have received the following remarks from my colleagues.

Mr. Scougal:—

In Leith.

"The population of the burgh of Leith is now, as estimated by the school board, 72,260; as estimated by the Registrar-General, 73,048. The board's

estimate of the number of children of school age in the burgh is 15,100. The *public* schools provide, as last year, 12,598 places, while other schools recognised as *efficient* provide this year 1,557 places, as against 1,600 last year. The apparent deficiency of accommodation is, therefore, 954 places; but this is practically counterbalanced by the number of children in Leith who attend Edinburgh schools. Any deficiency that may be expected to arise within the next two years will be met by the reconstruction and enlargement of the Leith Academy P.S., plans for which have recently been approved by the Department.

In the rest of the district.

"In the rest of the district there is gratifying progress in respect of reconstruction, enlargement, or improvement of inadequate and unsatisfactory premises. The most outstanding cases of good work of this kind, either recently finished or in process of accomplishment, fall to the credit of the following school boards:—Dirleton, Dunbar Burgh, Dunbar Landward, Glencorse, Newbattle, Portobello, Salton, Stobhill, and Yester (in combination with Salton).

New schools added to Annual Grant List.

"The following additional new schools have recently been put upon the Annual Grant List of this district:—North Berwick, Forth Street P.S. Inveresk, Wallyford P.S.; and Rosewell, St. Matthew's R.C.S."

Mr. Walker:—

"The small school in Glenshee is now in working order. Strowan Public School which, half a century ago, had in the winter months an attendance of over a hundred, has had to be closed for want of scholars, and it is not unlikely that some others in the outlying glens will have to follow its example. In the last 25 years six such schools have been closed, and the attendance at a good many others has dwindled to a half or a third of what it used to be. Nothing has yet been done to remedy the somewhat unsatisfactory condition of school supply in Strathfillan and Strathtay."

Mr. Barrie:—

"School buildings have been largely discussed during the past year in connexion with the establishment of secondary departments in elementary schools in receipt of grants from the county committees on higher education. The necessary additions have been made in Castle Douglas and Dalbeattie and are now in progress at the other selected centres. The long-proposed elementary school for Annan is at last approaching completion and its elegance and completeness promise to make some atonement for the unconscionable delay in the building of it.

"Over all the district there have been repairs here, improved offices there, and newer furniture everywhere, gradually ousting the older and clumsier. Soap and water, whitewash and paint, might, with advantage, be still more liberally used."

Mr. Dunn reports the completion of new, and additions to existing schools, and that the school supply generally is either complete or being completed. He adds:—

"It is hoped that a new school will ere long be erected in Dunfermline to take the place of the McLean school, which is in every respect unsuited to modern requirements."

Attendance.

Regularity unchanged.

On this head I have no material change to make on what has been said in previous reports. There is in the division an increase in the numbers present, but regularity of attendance shows no improvement. The decrease in average attendance in the following table is misleading, inasmuch as, in Mr. Scougal's district and my own, schools representing nearly 4,000 pupils were paid under Article 10. The smallness of the increase of pupils beyond VI is due to the same cause. In my own district alone the increase would have been 79. Some report increase, others

decrease in ex-VI. pupils. A noteworthy point is the steadiness with which for the last three years there is a more than proportionate increase of pupils under III., coupled with a decrease in IV.–VI. This does not necessarily or even probably arise from keeping back pupils in the course of passing from standard to standard, but from their longer detention in the infant department which usually includes I. This is within certain limits desirable. Three years spent in a good infant school are of the greatest value in respect of drill, discipline, brightness, and healthy development of intelligence in a great many directions, but if these three years are to be had at the proper time, infant school life should begin between 5 and 6. The average child is quite equal to the demands of Standard I. at 8. In small rural schools where, under a single teacher, there is no special provision for infant teaching, the expediency of compelling attendance before the age of 6 may well be questioned, but in towns, in view of the improvement in appliances and methods for making the infant school happy and healthy by a judicious combination of work and play from which over-pressure is banished, it is eminently desirable that infant education should begin not later than 5 years of age.

Increase of pupils in III., decrease in IV.–VI.

Commencement of infant school attendance.

General Statistics.—Division.

District.	Number present at Inspection.	Average Attendance.	Children in and under Standard III. presented for Examination.	Children in Standards IV. to VI. presented for Examination.	Number presented in Ex-VI.
No. 1 (Dr. Kerr) - - -	45,899	41,636	33,041	11,523	1,089
No. 2 (Mr. Scougal) - -	26,139	23,551	18,669	6,933	549
No. 3 (Mr. King) - - -	20,618	18,811·6	12,196	6,756	480
No. 4 (Mr. Barrie) - -	19,712	17,505	13,060	5,836	758
No. 5 (Mr. Dunn) - -	31,184	28,306·9	22,044	8,582	460
No. 6 (Mr. Walker) - -	17,209	15,064	11,442	5,147	540
Totals - -	160,761	144,874·5	110,452	44,777	3,876
Corresponding totals, 1893 -	160,455	145,623	108,734	45,281	3,812
Increase (+) or decrease (−)	+306	− 748·5	+1,718	−504	+64

Mr. Scougal :—

"The number present at an inspection and the number in average attendance both show an increase on last year's numbers, though under neither head is the number returned two years ago quite reached. But this year, (1) three schools were paid under Article 10, and (2) one large Leith school had its date of inspection changed from June to October, and is consequently not included within the present year's statistics. The inclusion of these four schools would represent an addition of about 1,900 to the number present, and of about 1,750 to the average attendance. From these general statistics two conclusions are warranted: first, that over this district as a whole, there is a steady increase in the number of children in attendance; but, second, that, in the district as a whole, there is not, as yet at least, any appreciable improvement in regularity of attendance.

Increase of numbers in attendance.

But no general improvement as to regularity.

"The number of scholars above Standard VI. again shows an increase; this year to the extent of over 30 per cent. Much of this year's increase is due to

Increase Ex-Staudard VI.

the large number (165) of such scholars in the higher (or "secondary" department of the new Leith Craighall Road Public School. Further increase may be expected when the similar departments newly started in other parts of the district come fully into operation."

Mr. Walker :—

"The number present at inspection was 17,209, 128 less than last year, and the average attendance was 15,064, 50 less than last year. The diminution is due to the prevalence of epidemics, which affected a great many of the schools, large and small.

"The number presented for examination under Standard IV. was 11,442, an increase of 483, in Standards IV.–VI., 5,147, a decrease of 50, and over Standard VI., 540, one fewer than last year."

Mr. Barrie :—

"The year's statistics show a slight increase in the numbers present on the day of inspection, in the average attendance, and in the number presented for examination both under and above Standard III., but a decrease of 121 Ex-VI. pupils. This decrease is very disappointing and I hope a more satisfactory state of matters will be seen next year, when the secondary departments established by the county committees come under inspection. At this date none of these departments have been examined though some of them are in full 'working order.'"

While there is not, so far as I am aware, any change of opinion on the part of my colleagues and teachers as to the general advantage of the greater elasticity in examination permitted under the New Code, it is not out of place to advert to some respects in which it is not an unmixed good, and liable to abuse. In large town schools with an attendance of 1,000 and upwards, no standard except V. is fully examined in all the three ordinary subjects. With the exception mentioned the plan in this district and, I presume, elsewhere, is to divide a large standard into two or in some cases three sections, reading being taken from one, dictation or composition from another, and arithmetic from a third. In such cases it can be said of individual pupils that they have been taught and examined in a certain standard, but not that they have passed in it. It is possible and almost certain that in every large class there are some pupils who are not fit for promotion to the next higher standard. And here the difficulty arises. The assistant teacher in charge of the class and who is to have the management of it in the following year, as is in many schools the rule, knows that some are unfit for promotion, dislikes having them as a drag on the rest, and suggests that they should be kept back. The parents, however, know that they have been taught and examined in a certain standard, and threaten the headmaster with their removal to another school if they are not promoted. He is accordingly placed between Scylla and Charybdis; the assistants pull in one direction, the parents in an opposite one. As a rule the parents gain the day and the standard is promoted *en bloc* to prevent removal of pupils to another school. The spirit of the New Code is entirely opposed to this. It has never been contended that passing from one standard to another made too great a demand, or was the cause of overpressure, on the average child. Overpressure consisted in applying the same measure to the dull and the average child, and wherever a whole class is promoted irrespective of fitness, the only alternatives for the dull pupil are overpressure or stagnation. I have had complaints on this head from several competent assistant teachers in whose judgment and earnestness of purpose I have confidence. The remedy seems to me a simple one. Let boards give instructions to their headmasters to admit no pupil from a neighbouring school without a fresh examination, when

Objection to promotion *en bloc*—a violation of the spirit of the Code.

Complaints on this head.

Suggestion.

the reason for the change is that promotion has been refused. This action on the part of the headmasters would be mutually protective and secure proper classification. While I approve most heartily of the present as compared with the former method of estimating the work of a school, I fear it cannot be doubted that a number of pupils are moved on from standard to standard without proved fitness, and the aim of the new regulations is so far defeated.

In this connexion it is worthy of notice that the age at which the standards are passed is considerably higher than formerly, and gradually increasing. Within certain limits this is to be welcomed. It is not desirable that Standard V. should be passed at 11, or, as sometimes happens, at 10 years of age. At these ages acquirements must be largely on the surface, and, in the case of those who then leave school, certain to be evanescent, as is only too evident when such pupils a year or so afterwards join the evening school. The aspect, however, becomes serious when the limit of school age may be reached before Standard V. is passed. In order to a just estimate of the condition of a school of the ordinary type, a comparison of age and attainments cannot be overlooked. On this subject I have nothing to add to the exhaustive treatment of it by Mr. Struthers in his remarks on "School Age and Progress."

Age in standards higher than formerly and gradually increasing.

May go too far.

Age and attainments should be compared.

Secondary Education.

My colleagues, who have furnished me with reports on the secondary education schemes in their districts, while thinking it too soon to pass a definite judgment on their success, speak hopefully of the expected results. This is also my own feeling. But even at this stage a statement of what has been done and proposed will not be out of place. In the Edinburgh burgh scheme nve-sevenths of the grant was allotted to the establishment of 220 free scholarships for pupils in state-aided schools to be held at any one of six fully equipped secondary schools in Edinburgh. Of these scholarships, 57 were open for competition for the first year, and 100 boys and 115 girls presented themselves. The limits of age were "not less than 10 or more than 12." The subjects of examination were the ordinary subjects of Standard V., with grammar, geography, and the first stage of any two of the four subjects, Latin, French, German, and Mathematics. On the fitness of the 57 successful candidates to enter secondary schools, the examiner reported "that all "on the list may fairly be expected to take their places with pupils of "their own age, if not for the most part to be in advance of them, *as* "*regards elementary subjects*, and that about half of them should be "well abreast of their compeers in all respects. The others will "require special preparation to bring them into line." For a beginning I think this a satisfactory result.

Prospects hopeful.

In Edinburgh.

Free scholarships.

For the 800*l.* set aside for capitation grants to managers of State-aided schools for pupils passing the lower grade of two subjects in the leaving certificate examination, the number of candidates was 361, viz., 167 from board schools, and 194 from non-board schools. The number of successful competitors was 174, viz., 75, or 43 per cent. from board schools, and 99, or 57 per cent. from non-board schools. This also I regard as satisfactory—indeed surprisingly so. The committee did not expect such success from pupils in ordinary State-aided schools.

Except in one or two details of minor importance, the scheme is unchanged for the ensuing year.

Capitation grants for leaving certificates.

In the three centres of Linlithgowshire—one a secondary school, the other two, secondary departments—very praiseworthy activity has been

In Linlithgow.

shown by the committee. In the outlying districts an earnest and generally successful effort has been made by the schools for which different provision is made. There is good reason to hope for a healthy stimulus being given to advanced work, and a prolongation of school life. I subjoin remarks by my colleagues on this head.

Mr. Scougal:—

Definite "results" not yet forthcoming.

"It is too soon yet—indeed, several years too soon—to attempt any report upon definite results achieved under the new arrangements for the promotion of secondary education. But it may be fitting to give a few brief notes on what has been done, what is in progress, and what is in prospect under these arrangements.

The three committees in this district.

"The three committees, of which I am the officially nominated member, are those of the county of Midlothian, the county of Haddington, and the burgh of Leith.

High value of the work of non-official members.

"I trust that I may be permitted to express here my warm appreciation of the way in which the non-official members of these committees have discharged the duties for which they were elected. Nearly every member of each of the three committees has ungrudgingly spent much time and labour on this voluntary work; and all deliberations and discussions have revealed but one common motive—a single-minded and earnest desire for the greatest educational good of the greatest number, without partiality and without prejudice.

Mid-Lothian county committee.

"Under the scheme for Mid-Lothian, in all the six selected '*Class A.*' schools a University graduate has been appointed as assistant for the special secondary department, and plans for the special separate accommodation required for this department have been approved. A curriculum for 'a three years' course ' of secondary instruction beyond Standard VI.' has also been approved for these schools. Five of the seven originally selected *Class B.* schools have already accepted, or are likely to accept, the committee's grants under the conditions laid down in the scheme; the other two have 'declined in the meantime.'

"Owing to the lateness of the date at which this committee's scheme came into operation, the number of candidates available for the *school* bursaries was this year limited. For the 20 bursaries only 15 candidates (4 boys, 11 girls) came forward; and of these 14 were found qualified, and have had bursaries awarded to them. The scheme has not yet been long enough in operation to secure any candidate for the *county* bursaries. There is, however, every reason to expect that for both classes of bursaries—especially the school ones—there will next year be considerable competition.

Haddingtonshire county committee.

"Under the scheme for Haddingtonshire, the Haddington Knox Institute—the one higher class public school existing in the county when the committee took office—has received fixed annual grant from the committee at the rate of 120*l.* per annum, and has been promised, in addition, about 110*l.* for special purposes of equipment and staffing; and 200*l.* has been granted towards the building and equipment of the special secondary department of the new North Berwick High School, which is at present in course of erection, and the nucleus of which is *ad interim* in operation, under a graduate headmaster, as the North Berwick Forth Street Public School.

"In 'results' grants under the scheme of this committee there have already been paid (*a*) 76*l.* in respect of scholars at the Knox Institute, Tranent Public School, and Prestonpans Public School, who have gained the lower grade leaving certificate, and (*b*) 54*l.* in respect of 27 scholars who, at seven of the inspected schools of the county (Tranent Public School, East Linton Public School, Prestonpans Public School, Ormiston Public School, Haddington Primary Public School, Garvald Public School, and Aberlady Public School), have gained the merit certificate. The committee have clear evidence that these grants are already doing much to stimulate the higher work in the better class of the inspected schools; and they expect their disbursements under this head to be much and increasingly larger in future years

Leith burgh committee.

"In regard to the working of the scheme of the Leith Burgh Committee I cannot do better than quote the following from the valuable notes sent to me by the clerk to the school board (also clerk to the burgh committee):—'I have

'much pleasure in reporting that the grants received for secondary education 'are having a very beneficial effect. In July 1893, the total number of 'children attending school beyond the 6th Standard was 107. At present 'there are 303; 69 at the Academy, and 234 at Craighall Road School. The 'number at the Academy, the headmaster says, is greater than at any time 'within the last four years. . . . . There are many indications that the 'secondary education scheme has been taken hold of earnestly by the 'community.'

"The bursary scheme established by this committee has already excited in Leith much interest and called forth keen competition. This first year there were, for 20 bursaries in all (counting together those of the three different grades), no fewer than 137 candidates (53 boys, 84 girls); and the examiner reports that the average quality of the work done by the competitors was highly creditable and encouraging.

"The forthcoming rebuilding, on a greatly enlarged scale, of the Leith Academy Public School, towards "the equipment and furnishings" of which (with special reference to its secondary department) the burgh committee have promised a contribution of 1,000*l.*, should do much to further efficiency of higher instruction in Leith."

Mr. Walker:—

"The scheme has been continued on the same lines as last year. Four secondary schools get a slump grant and a capitation grant, the latter depending on individual examination which, however, there seems some difficulty in carrying out. Other four schools have established secondary departments, and, considering the number of scholars that remain after passing their standards and the population within reach of them, three are likely to be successful.

"In addition to these four, there are some 16 schools scattered throughout the county receiving a lower capitation grant for passes in recognised specific subjects. Some of the schools in the list have made no claim; but most of the others have shown a fair amount of work beyond the standards. It is too soon yet, however, to pass any judgment on the working of the scheme."

Mr. King:—

"I am a member of four of the county committees on secondary education, and during the year with which this report is concerned I was engaged for 11 days on the work of these committees.

"As the schemes for the Border Counties have now been approved, a short account of what has been done, supplementary to the synopsis of schemes which appears in last Blue Book, may not be out of place.

"*Berwickshire.*—This county occupies a peculiar position, as it is divorced from its natural capital, Berwick-on-Tweed, which belongs geographically to Scotland, but politically to England. There is no place in the county which has a population of more than from 2,500 to 3,000 inhabitants, and there has been, up to the present time, no provision for higher education other than what has been given in the best of the State-aided schools or in private academies. No school in the county is recognized by the Department as a higher class public school; and no school has, as yet, presented candidates for the leaving certificate.

"It has been decided, after making some provision for Lauder and Coldstream, which are isolated from lack of railway communication, to use the remainder of the funds available for this county to establish a secondary school at Duns. A house with nearly an acre of ground has been purchased, and when entry is obtained at Whitsunday 1895, the building will be repaired and altered for school purposes. It is intended that special prominence should be given in the work of the school to scientific and technical instruction, and in return, it is expected that the county council will grant, out of funds at their disposal for technical education, a considerable subvention for the equipment and maintenance of the 'Berwickshire County High School.'

"*Peeblesshire.*—The problem in this county has been a simple one. After making a small allowance for West Linton, the only part of the county not entirely pastoral, and therefore thinly populated, from which there is not easy access by rail to Peebles, the rest of the grant goes to support the Peebles Bonnington Park School. This school has been on the Department's list of secondary schools for a long time, and has, to the extent of its limited means, been doing excellent work. The present grant, although insufficient, will help to place this school on a sound financial basis.

"*Roxburghshire.*—In this county the committee had difficulty in adjusting the claims of competing centres. Kelso was held to have, in respect of its past history, a very strong claim, inasmuch as there is already in that town a secondary school, built and equipped from local resources, in full working order. The claim of Hawick, the most populous of the border burghs, was also beyond dispute. Next in order came Jedburgh, the county town, with a population not much below that of Kelso, and claiming to be the natural centre of as wide an area, but hampered by defective railway communication and by the manifest unwillingness of its inhabitants, already suffering from a heavy school rate, to run the risk of having any additional burdens placed on their own shoulders. After Jedburgh, there fell to be considered the claims of Melrose, St Boswells, and other smaller places. In its first scheme the committee endeavoured, by its proposals to the Department, to make provision for secondary schools or secondary departments in all these centres; but when Parliament decided that the grant was to be distributed strictly according to population, and it was seen that, in consequence, the amount falling to the county would be quite inadequate for the purposes originally designed, another scheme was drawn up, which has, after alterations made to meet objections raised, now received official sanction. The bulk of the grant is to go for the support of the Kelso High School and of a similar school which the Hawick School Board has agreed to establish in that town, while Jedburgh is to receive 300*l.* as a building grant, and an annual sum of 100*l.* for the maintenance of a secondary department.

"*Selkirkshire.*—In this county, 100*l.* per annum, or such portion of this sum as may be earned by fulfilment of the conditions laid down by the committee, have been set aside for the encouragement of higher education in the four most remote parishes of the county. The residue of the grant is allotted to the towns of Selkirk and Galashiels in the proportion of one-third to the former and two-thirds to the latter. In Galashiels, a secondary school, which has a good record, and has been for some time on the Department's list, will now, with increased funds, be able to do still more effective work. In Selkirk, a controversy arose as to whether the higher instruction should be given in a secondary department attached to one of the board schools, or in a new secondary school. The school board declared for the first alternative, while the committee and the Scott and Oliver Trust favoured the second. This Trust has a fund at its disposal for the promotion of secondary education. On finding that the Scott and Oliver Trustees would not give their money for the support merely of a department, the school board refused to have anything further to do with the matter; and the Trustees are now seeking powers from the Court of Session to build a school for themselves. The committee recommends that Selkirk's share of the grant should go to assist in building and maintaining this school.

"Throughout the district the local boards showed great reluctance, indeed, most of them absolutely refused, to throw any part of the cost of secondary education upon the rates. This was not, I consider, due to disregard for the advantages of higher education, especially education on technical or scientific lines, but to the fact that these communities are already, in proportion to their means, more heavily taxed than the larger towns for educational and other purposes. The long-continued depression in all agricultural pursuits and the present distress in the staple trade of the borders, have caused the ratepayer to regard with great hostility any further attack on his purse, and I fear that unless these secondary schools and departments in the less thickly-populated parts of Scotland receive a more liberal contribution from Imperial sources, they will remain in a struggling and impoverished condition, and will be unable to perform the work required of them with satisfactory efficiency and success."

Standard Subjects.

Reading is, on the whole, improving: in populous places and large schools very satisfactorily; in small schools and country districts where a single teacher has all to do, the improvement is necessarily slower but yet perceptible. This is largely due to what is now, I understand, universal, the practice of reading at sight, and to variety of books. In my own district I am glad to report steady advance, so marked in some cases, that the unseen test alone is used. The most prevalent fault is placing undue emphasis on small and unimportant words, but there are not a few schools in which this defect is not found. Too much simultaneous reading is accountable for misplaced emphasis. Reading still improving.

At visits without notice we still hear too often that depressing and unintelligent form of grind, when every word, large and small, is simultaneously spelt over three times with the regularity of machinery. Surely to spell only the new and difficult words, and to secure continuous attention while each pupil in turn attempts without help to read the passage for himself is much more educative, inasmuch as increase of power accompanies the effort. Objectionable method.

Upright writing is growing steadily in favour. Upright writing.

About arithmetic there is a general feeling that testing by card alone is not sufficient, that its tendency is towards mere mechanical accuracy, and that principles do not receive sufficient attention. My own opinion is that it has improved in intelligence by the regular practice of mental calculation. Wherever it is possible, the use of cards should be supplemented by inquiry into the knowledge of principles. Composition still lags comparatively behind. Answering in the form of complete sentences is becoming more common, and in an increasing number of schools the formation of sentences illustrating the use of one or more specified words has, in the lower standards with distinct advantage, taken the place of the somewhat barren pointing out of nouns, verbs, and adjectives. Mr. King complains that in some parts of his district school boards have been pledged to economy, and have accordingly made a very full use of badly-paid ex-pupil-teachers, and have staffed the schools simply up to the minimum. This is much to be regretted. Poor work and frequent changes are the inevitable result. Remarks by my colleagues are as follows. Arithmetic. Principles not sufficiently attended to. Composition.

Mr. Scougal:—

"Steady improvement continues to manifest itself in the elementary work of the 'junior sections.' This year 34 per cent. of these were rated as *excellent*, an increase of 5 per cent. since last year. All but a few of the junior departments securing this award are, as might be expected, those of the larger town schools; for it is only in these schools that thoroughly organised equipment for the teaching of the infants is possible. But that very satisfactory results, on the whole, are being produced in this part of the school work is evidenced by the fact that only 5 per cent. of the junior sections fall below *good* in the summary mark for the elementary subjects. In the junior sections.

"Noteworthy and encouraging features of the results in the 'senior sections' are: (1) a decrease in the number of these sections ranking below *good*, and (2) a substantial increase in the number ranked as *excellent*. It is gratifying to find a number of these 'excellent' departments in small rural schools. But the larger number naturally belong to big town schools, where the division of labour among the staff affords the most favourable opportunities for producing the all-round accuracy, smartness, intelligence, and general finish that go to the making of a really 'excellent' appearance under examination. It should be added, however, that a considerable number of senior departments reached, over all, a mark more or less in advance of *good*, but that weakness—exhibited as in former years mainly in the 5th Standard—in one or more of the points just noted prevented their being ranked on the highest level." In the senior sections.

Mr. Walker :—

Reading. "Reading continues, on the whole, to improve, but in too many cases it is still far from what it should be, not from any want of skill on the part of the teachers, but simply from their not knowing what can easily be done. They teach their pupils to know the words, and think nothing else necessary; but 10 minutes in a school where reading is really taught would enlighten them, and bring about a much-needed improvement.

Writing. "The same remarks apply to writing. In an increasing number of schools it is taught, and well taught. In others there is no teaching worth the name. The pupil is set down to write so many lines in his copybook from an engraved head-line, and plods on for the appointed half-hour writing each line worse than the one that went before it. The new style of writing is a great improvement on the old one in the way of distinctness and legibility; but its peculiarities may be carried to a pernicious excess. This is done in a set of copybooks recently published by increasing the space between the letters and diminishing the space between the parts of individual letters to such a degree as to make the writing not only ugly but very illegible. The letters *a*, *o*, *s*, and *u* are scarcely distinguishable when written small, as also are *g* and *y*. The sort of writing wanted is one that can be rapidly and neatly done, and, above all, one that can be easily read.

Arithmetic. "There is not much to say about arithmetic. The teachers did not take very kindly to the recent changes in the Code, but most of them have made very good progress in carrying them into effect.

"There seems to be too much 'cram' in the teaching of this subject. The questions issued by the Department are within a short time published by bookselling firms, and the aim of many teachers seems to be to get up these questions by constant repetition. It is so far a good thing to enable a pupil to tackle the more common forms of arithmetical questions, but it would be a better thing to give him such a grasp of principles as would enable him to solve any question even should it appear in a form not provided for in the published cards. An obvious remedy is for the inspector to depart from the habitual use of the printed cards and to make special inquisition into the knowledge of principles. The cards are so well known that in several instances the correct answer to a question is set down while the working shown leads to something very different."

Mr. Barrie :—

Reading. "In reading no very appreciable improvement falls to be reported. Local dialect and stage of culture contribute each a quota to lack of enunciation, modulation, and musical tone, but the evil complained of must to a large extent be laid at the door of inefficient instruction. As the teacher is the child is, in reading as in character.

Writing. "Penmanship continues to make gratifying progress. Gradually but surely is Civil Service hand ousting the old elaborately unserviceable copper-plate. It is easier both for teacher and for scholar, and a much higher general average of excellence is attainable.

Spelling. "Spelling may be characterised as fairly accurate, but even this comparative accuracy is obtained only at the cost of a large expenditure of time and labour.

Composition. "A fair average has also been reached in composition, and a higher is within reach of better methods of instruction, such as obtain in certain schools.

Arithmetic. "The high average of accuracy and form attained in former years continues to be well maintained. Possibly accuracy of mechanical working is more conspicuous than skill in unravelling problems, but that is merely stating in arithmetical terms a fact that holds good in all branches of education. To the majority of scholars the former is, perhaps, of more value than the latter. Still I have been surprised to find an ex-VI. pupil capable of unwinding the tangled skein of complicated fractions fall back baffled before a simple problem which might fairly have been set to a 4th Standard."

Mr. Dunn:—

"I have no desire to urge the total supersession of the standard examination, but there are one or two points which are apt to be forgotten by teachers, especially by those who for twenty years or more have rigidly followed the requirements of successive Codes. For one thing, the standard classification which is still retained in the Code was originally based upon an estimate of the attainments which may fairly be expected from children of a given age, and there is no strong evidence tending to show that the range of acquirement demanded was intrinsically excessive; but if the ages of the children are totally disregarded in assigning them their standard position, the relevance and significance of the scheme of requirements embodied in Art. 28 are largely invalidated; and a school in which all the standard work is excellently performed may after all be nothing very wonderful, if the average age of the children considerably exceeds the age primarily associated with the respective standards.

"Another point to which I may refer as attracting my observation is the undue multiplication of reading classes. It appears to be supposed that a Standard V. in arithmetic necessarily implies a Standard V. in reading. This, of course, is not the case; and as the attainments of the children in reading are now considerably in advance of their former attainments in this subject, it would be found a great saving of time and trouble in small or moderately-sized schools to combine two or even three standards for reading. The collateral adjuncts of intelligence, grammar, spelling, &c. need present no difficulty, as the Inspector may surely be trusted to estimate what may fairly be expected from the relative capacities of the component groups. It certainly seems anomalous that a handful of children in ex-6th Standard and a small Standard VI. class should receive as much time and attention as a very large Standard III. or IV., where the children can do very much less for themselves, and where the individual reading of the class will of itself consume more than an hour.

Reading.

"I have to report excellent progress in this branch of instruction. In all the best schools the highest class is found to be capable of reading any ordinary book or newspaper with fluency, correctness and intelligence. This result is greatly due to the systematic employment of unseen reading tests in all the standards. The establishment of school libraries tends in the same direction.

"There are obscure indications that more attention is being given to expression in reading. Thus, the proper inflections for questions are not unfrequently employed. Many of the books, however, afford little scope for expressive reading, a large proportion of the lessons being severely informative or oppressively moral. In the more advanced reading books there should be a sufficient amount of dramatic dialogue in prose or verse to supply practice in natural and expressive reading.

Writing.

"This branch of instruction continues to improve. The Vere Foster style, or its various modifications, prevails throughout the district, and with gratifying results. The besetting dangers of the vertical style of penmanship are—a tendency to undue angularity, too wide an interspacing of the letters, and degeneracy into a backward slope.

"I have observed that sometimes, though not often, the penmanship is very good, while the figuring is inferior.

Spelling.

"This is in general a good subject. The practice of alternating dictation with composition in every large 5th Standard ensures the acquisition of correct spelling in the higher classes. The spelling of Standard II. is as a rule particularly good. The same remark can hardly be made, however, respecting Standards III. and IV. The teacher would find it useful to make a note of the words in common use most liable to be mis-spelt and to direct the children's attention to them.

Arithmetic.

"This subject is earnestly and successfully taught, particularly, I think, in the junior standards. Not unfrequently the arithmetic of Standards I., II., or III. is the best part of their work, and usually the most advanced. In Standards IV., V., and VI., it is on the whole good; but I am glad to be able to say that in no standard is the arithmetic relatively equal to that of the ex-6th Standard, which is in most cases excellent, though questions are set involving mensuration, stocks, per-centages, &c. This fact indicates that the ex-VI.

pupils are now receiving the attention of which they were often very unjustly and unfortunately deprived under the former system of examination.

"Mental arithmetic receives a fair amount of attention; but as the work of my district becomes every year more onerous and exacting it is often impossible to examine on this subject with the degree of regularity that is desirable.

"The use of uniform arithmetic cards has a tendency to withdraw the interest of the inspector from the subject and to make his attention to it formal and mechanical.

"I am strongly of opinion that the teaching of arithmetic proceeds too much by rule and is too little based upon the principles underlying the subject.

"I venture to think also, that fractional arithmetic should be introduced at an early stage. I am struck with the fact that children in the upper classes are not on the alert to detect opportunities for "cancelling." In this connection, the unitary method of working sums in proportion though at first more difficult of acquisition is much more educative."

Composition.

"In very many schools this subject yields very satisfactory results. The story for Standard V. is usually reproduced with very fair accuracy and completeness, but in too many cases the punctuation is bad or omitted, quotation marks are forgotten or merely introduce the quoted remark, while the note of interrogation almost universally fails to appear. As for the note of exclamation, which would frequently be appropriate, I hardly remember to have ever seen it.

"The improvement in composition which I have observed is in a great measure attributable to the practice now established in all the best schools of introducing this exercise in Standards III. and IV., and even in Standard II. That is to say, simple stories are reproduced by the children in these standards. The result is that when the children enter Standard V. they are already to a considerable extent prepared for this part of their work.

"I do not detect much improvement in Standard VI. Poverty of ideas and tameness of expression are still as conspicuous as ever."

Mr. King:—

Elementary subjects.

"In the purely rural parts of this district there is no material change in the quality of the instruction given in the elementary subjects. The same few schools emerge, year after year, earning the mark 'excellent' for distinctly superior work; there are a few schools, decreasing, happily, in number, where there is much room for improvement in all respects; but the great majority continue to produce results, which, taken as a whole, are not remarkable for special merit or demerit. Each school has its own characteristic [illegible] recurring yearly, some commendable, others the reverse; but when after careful examination the inspector comes to sum up his marks, he finds that he can neither bless with an 'excellent' nor ban with a 'fair.' Probably the average country teacher does not strive very hard to earn the highest mark. He knows that so long as the inspector does not find serious faults, and cut the grants down below the average, he is not likely to have any trouble with his board. Irregular attendance, in summer owing to field labour, in winter owing to bad weather, the prospect of losing many of his pupils at the coming Whitsunday, the fact that as a rule he can hope for no promotion, all combine to discourage him from making a special effort to raise the standard in the elementary subjects. Very often it will take him all his time to produce even average results. But if he has any superfluous energy, and is anxious to earn the largest possible grant, he considers that it will pay better to attempt another class subject, or to present a few of his best pupils in specific subjects or for the merit certificate.

"In the towns there has been, I think, a falling off. The boards returned at the last elections were all pledged to strict economy, and were accordingly opposed to spending any additional money on the staffing of their schools, while at the same time it happened that good assistant teachers, both male and female, became scarce and could be had only at higher rates than formerly. In consequence the tendency to employ untrained and inferior assistants, already unduly strong in this district, has received an additional impetus and has told upon the efficiency of our schools. One board went so far as to [illegible] Standards with female pupil-teachers at low salaries, an experiment which

was by no means a success. Even when good assistants do come to country towns, they will not, unless they belong originally to the district, stay more than a year or so. They take the earliest opportunity of getting off to Edinburgh or Glasgow, where they have better incomes, better chances of promotion, and where apparently they find life more agreeable. The result is that the large schools in this district suffer, owing to the frequent changes in the staff of assistants.

"It is much to be regretted that the Edinburgh Board has gone back to its practice of taking assistants from country schools, before they have obtained their parchment certificates. I have nothing to add to what I said on this subject three years ago, except that, if the practice continues, the boards in this district will soon be obliged to refuse employment as assistants to all applicants from Edinburgh.

"The average pass in this district for the labour certificate in Standard V. has been for the past year 76 per cent.

"The following remarks deal briefly with the elementary subjects in detail:—

"There is general, but slow, improvement in reading. The chief fault is inaccuracy, due to carelessness. In some cases the pupils are so familiar with the lessons, that they do not take the trouble to look at the words, and so fall into mistakes. At other times the blundering may be caused by the excitement of inspection day, although I do not think that this happens so frequently as teachers would have me believe. One common fault is not to sound the final *s* of a word. This occurs so often as to make one think that it must be a peculiarity of the Southern Scottish dialect. 'They are' is also common for 'there are.' I cannot help feeling that these and similar errors would not be so noticeable on the day of examination, if they were carefully corrected throughout the year. Every class is now tested in reading at sight from books brought by the examiner. The results vary greatly, even in schools which otherwise do well, and the subject is one to which more attention might profitably be paid. Reading.

"The Vere Foster and other new systems are gaining ground. I do not specially advocate any of them, and when consulted by teachers, I tell them to choose whatever system they think best, but that, having chosen it, they should see that it is taught uniformly in all the classes. Copy-writing is not uncommon in Standard I., and is universal in Standard II.; but it is often so carelessly done as to be of little practical advantage. This, of course, is a great mistake; for of no subject is it more true than of writing that if sufficient care is taken in the earlier stages, the later stages will take care of themselves. Writing.

"Mechanical methods of teaching arithmetic in the lower standards have practically disappeared. But although no longer taught, fingering and strokes are still occasionally to be seen. The sums in the higher standards are usually done with creditable accuracy, although the ciphering might often be better, and more attention should be paid to general neatness and arrangement. Mental arithmetic forms a part of every examination, and has, I think, helped to make the working of sums more rapid and intelligent. As, however, with reading at sight, it varies very much, even in good schools, and should be more systematically taught. Arithmetic.

"Spelling is usually one of the best features of the junior classes. In Standards III. and IV. it is good, and in Standards V. and VI. it is sometimes rather weak. In a fifth standard of any size one half of the pupils receive an exercise in dictation, and there are not unfrequently more failures in it than in the composition exercise. Spelling.

"Composition continues to improve; but it would do so more rapidly if there were more practice in oral composition in the lower standards, and if grammar and analysis were more successfully taught." Composition.

Mr. Struthers:—

"There can be no question I think as to the marked improvement in this subject in recent years. That improvement still continues. An increasing proportion of the pupils at all stages show a power of reading an unprepared passage in such a way as to be intelligible to the listener, and at the same time to convey the impression that they themselves correctly apprehend the Reading.

meaning and construction of the piece. We have now, I think, reached that stage at which we may venture to test the reading in this way if not exclusively, at all events *in the first place*, to be supplemented only where necessary by reading from a prepared book. It does not follow that the every-day reading in the class should be entirely or mainly of a desultory character. The pupils should in all cases have a good knowledge of the contents of the class reading book. The prevalent fault in the style of reading is one which is hard to describe. It consists mainly in putting unnatural emphasis on the connecting words, or on the first word of a phrase however unimportant it may be. This fault I have in several cases lately traced directly to the practice of simultaneous reading. I should not like to say that this is a method which must never be used, but it is at any rate one which calls for the greatest caution and discrimination in its exercise. I am glad to say that during the past year I have observed the fault in question to be less prominent than before, and in not a few schools the style of reading is as good as could be wished.

Arithmetic.

"Judged by the card test the results in this subject are most satisfactory. In the average school, indeed, it is hard to see how, making reasonable allowance for the natural tendency to err, they could be greatly improved upon. Along with this accuracy, intelligent methods and great facility in computation have long prevailed in the junior classes, and I believe that persistent oral examination in mental arithmetic, in understanding of methods and power of applying rules practically, is at length beginning to tell in the higher standards also. I regret that our intention expressed last year of postponing the card test to the oral examination has not been carried out so fully as I could have wished. That has been due partly to the difficulty which one finds in departing from established routine, but partly also to a feeling that it was scarcely fair to make any considerable alteration in the relative importance of these two methods of examination without due notice. But I am as strongly convinced as ever that too great reliance may easily be placed in the card test as a measure of the pupils' knowledge of arithmetic, and that the importance at present attached to it very distinctly tends to foster mechanical and unintelligent methods of teaching the subject.

Writing and kindred subjects.

"Good writing depends very largely on practice on a uniform plan combined with careful supervision. Pupils cannot be expected to write well who practice a different style with each new division of the school they enter. This principle is now generally recognised, and as a rule whichever style of writing is adopted is practised throughout the whole school. On the merits of the different styles in use there is doubtless something to be said, and it is desirable that each should be fully tested, but in the interests of the numerous class of children, who in the country especially are compelled to flit from school to school, it is to be hoped that some consensus of opinion will soon be arrived at.

"Writing to dictation in the junior standards is highly satisfactory. In the higher standards also this subject receives due attention, and is regularly tested at inspection. So far as I can learn the more common practice of preparing for this test in the junior classes is simply to write over and over again the whole book or such passages of it as are likely to be taken for dictation. This is necessarily a tedious process, and much valuable time would be saved if the comparatively few words which really cause difficulty were picked out, classified, and by the aid of the blackboard impressed on the memory of the children by comparison and contrast.

"The composition exercise in the fifth and higher standards is the part of school work which perhaps varies more in quality than any other. Ungrammatical and incomplete sentences are not so frequent as they used to be, but the exercise may be anything from the baldest concatenation of simple sentences to a really well compacted and effective piece of narrative. Like so many of my colleagues I am deeply impressed with the value of preparatory practice in oral composition in the lower standards. That practice would do much to remedy the speechlessness which is a standing reproach of our schools, and if based upon an object lesson, a history lesson, or a lesson from the reading book would at the same time tend to give precision and definition to the children's ideas about the subject of the lesson. Three-fourths of the time given to pointing out nouns, to say nothing of similar mechanic exercises

would be much more profitably spent in this way. I have frequently tried the experiment myself, and found the children interested and delighted, and, a point of great importance, by no means inclined, even in the youngest classes, to confine their efforts to simple sentences. With a little guiding they can be taught to use sentences with dependent clauses naturally and well. Even in the classes where written composition is prescribed it would frequently be an advantage to base the exercise upon some of the other lessons of the class rather than upon the time-honoured book of anecdotes. By following this plan we should probably make the work of the class more compact, and give to the composition exercise a concreteness and reality which at present it sometimes lacks. It is, for instance, no uncommon experience to find the formal composition exercise very well done by pupils whose written answers at the same time in such a subject as domestic economy are formless and incoherent to the last degree."

Infant Schools.

Infant schools have been dealt with so fully in previous reports that it is unnecessary to say more than that in Edinburgh they continue to be conducted with a painstaking devotion worthy of all praise. Kindergarten work is more widely taught, and new games of an educative kind are invented with a fertility of resource which seems inexhaustible. In country districts, where the infants are not taught as a separate department, the same spirit is spreading satisfactorily.

Class Subjects.

English, geography, and history are the favourite class subjects, and of these geography is the most satisfactory. It is only in very skilful hands that history in the lower standards is either interesting or valuable. In the English subject, repetition is on the whole good, grammar poor. In the former there is great variety in taste, expression, and choice of subject, but the memory work is generally good, often excellent, and the explanation adequate. While I am careful not to demand more than the minimum, I am in the habit of asking volunteers to repeat any pieces they may have chosen to learn beyond the amount prescribed, and I seldom fail to get a creditable response. Teachers tell me that the effect of this is increased intelligence. In grammar the results vary widely, but the most of my colleagues find them poor. There is no subject in which so much depends on the skill and method of the teacher. With one it is the enunciation of dry rules, on which no ray of light is thrown by illustration of their use in practical speech. With another it is choked by hair-splitting minutiæ in parsing and analysis which belong in no sense to the essence of grammar teaching. In both cases the results are practically nil. I do not agree with one of my colleagues in holding that it is enough to teach it empirically without reference to rules of any kind. As an instrument of education grammar has a higher function. In the elementary subjects below the higher reaches of arithmetic, only aptitudes are discovered and developed. In grammar properly taught, the first genuine appeal is made to the child's reasoning powers; and when the appeal is skilfully made the result is a general widening of intelligence. I have seldom—I had almost said never—found weak intelligence alongside of good sensible grammar. As in former years I have found the best grammar in schools where the classes are of moderate size. Where the class numbers from 60 to 80 I have often found the teaching of this subject thoroughly intelligent, stimulative, and on right lines, but wanting in diffusion over the whole class, from which I draw

Value of history in lower standards doubtful.

Repetition of various merit.

Minimum not adhered to.

Grammar on whole unsatisfactory.

Faulty methods.

Properly taught it is the first appeal to reasoning powers.

Best taught in small classes.

Demands more individual teaching than other subjects.

the conclusion that it is extremely difficult, if not impossible to teach it with a high level of success to a large class. The thoughtfulness required makes a greater demand on individual teaching than is possible when dealing with large numbers. Any organisation which would admit of the class being taken in smaller sections should whenever possible be adopted. Elementary science is taken in comparatively few schools and with very various success. I agree with the opinion of my colleagues, who think that in schools under a single teacher too much is attempted in class subjects, and suggest that in the case of girls one should be dropped and needlework taken as a class subject instead of under Art. 19 A. 4. Under this head my colleagues remark.

Mr. Scougal :—

Statistics.

"All the five class subjects continue to be taken up in this district. During the past year English has been professed in 106 schools, geography in 106, history in 51, elementary science in 23, and needlework in 21. About 80 per cent. of the schools take three subjects, all the others take two.

Marked general advance in efficiency.

"The number of departments gaining the higher grants—close on 90 per cent.—indicates a very satisfactory state of efficiency in this part of schoolwork as prescribed in the Code. Indeed, general improvement in the class work has during the past year been pronounced, and in no subject more than in English.

Special remarks on grammar,

And yet it is in English, especially in *grammar and analysis*,—or let me say, *analysis* alone; for analysis is the groundwork of all rational grammar—that still greater improvement is both possible and desirable, and not least in some of the large town schools. The contrasts that one sees in such schools between the grasp of grammar in one standard and the grasp of it in another, or the contrast in this respect even between two separate class divisions of the same standard, are very striking. On this point let me quote from the valuable notes that Mr. Black has sent me on many parts of the school work: 'Some 'teachers,' he says, 'evidently regard grammar as intended to assist children 'to express themselves in plain, intelligible, reasoned 'speech,' whether 'orally or in writing, and to understand, and to read as if they understood 'and enjoyed, the "speech" of others as set forth in books. Other teachers 'appear to look upon it as little more than a collection of mere names 'and lifeless definitions of which no practical use is ever made, "only this 'and nothing more." Need one wonder that in the latter case the grammar 'lesson is a weariness, or that those who do not know how really attractive, 'stimulating, and educative such a lesson may be made, cry out about the 'uselessness of teaching English grammar?"

and on elementary science.

'The headmaster of one of the large Leith schools writes: "The beneficial 'effects of science lessons on the intelligence, conversation, and composition, 'proved in the case of the boys—have induced me to extend those lessons to 'the girls also.' "

Hand and eye work: manual training.

"Systematic hand and eye training is admirably carried on in the thoroughly organised separate infant departments. But after this beginning it is practically abandoned. In very few schools indeed is it carried on even into the 2nd Standard, and above that stage it is to be found in only one school in my district—the Leith Craighall Road School, where it re-appears in the form of manual woodwork taught to the boys of Standards V. and VI. On purely educational grounds I have come to be convinced of the value of educationally given manual training as a most important, indeed essential, means of securing the all-round *mental* development of the child. I should rejoice to see every encouragement given to the taking of it as a class subject."

Mr. Walker :—

"Almost all the schools keep by the three subjects of English, geography, and history. In three cases elementary science, and in a few others, drawing for boys, and needlework for girls, take the place of history. As has been often indicated, it seems a mistake for a teacher working a school single-handed to attempt so much. Some of the results are bound to be weak. Grammar is often neglected, or map-drawing is not practised, or history

becomes a meagre outline. One thing done thoroughly is worth infinitely more in the way of mental discipline than half-a-dozen done perfunctorily."

"Singing is professed in all but ten of the schools, and in most of them is taught from notes upon Curwen's system. The gravest defect of it, as has been frequently pointed out in former reports, is the want of voice training. The children in many schools are allowed to use the lower register of their voices, and the effect is very harsh and unpleasing. This is specially noticeable in many infant departments. In the upper departments 'modulator' exercises are usually very well done, but ear tests, as a rule, are successfully met by comparatively few."

Mr. Barrie:—

Recitation. "Recitation has reached a higher level than reading—partly, I imagine, from the idea that something more of style is demanded in the one case than in the other, partly from the fact that the pupil must stand erect, if any good result is to be obtained,—but most of all from the fact that greater attention is paid to individual words and shades of meaning. The area to be tilled being restricted, the results are proportionately greater. I would not be taken to mean that recitation is very satisfactory, for it is not so. It comes under the same condemnation as reading, but, owing to special circumstances, in a less degree.

Grammar and intelligence. "Grammar and intelligence continue to be very creditable. There is, however, need for simplification, in grammar especially. The tendency to minute sub-divisions is one to be guarded against. Grammar is not an exact science. It is the science of historic survivals in language, and any attempt at too rigid definition defeats itself.

Geography. "Geography continues to receive sufficient attention especially in the sphere of topography. Somewhat fuller attention to the physical and mathematical branches is still to be desired. Once more I may be permitted to say, that principles more than facts are to be secured by the young during the too short period of school life.

"The infinite, not to say infinitesimal, facts of geography are best learned, each when needed, in after life. To the adult, an atlas ought to be as indispensable as a dictionary; a map is sufficient for the boy or girl.

History. "History as commonly taught in schools is of very little educational value. It is put on in a very thin varnish—a dead, inert thing, affecting neither heart nor head. Facts are, no doubt, painstakingly got up, but in the process the spirit somehow escapes. All this is said without prejudice to the fact that history is one of the most profoundly interesting subjects of human study.

Elementary science. "Elementary science was professed in a few schools instead of history, and in every case the results were very creditable."

Mr. Dunn:—

English. "I can record no change in the results under this head. Both grammar and the meaning of words appear to receive the same relative amount of attention. The former subject is usually defective, the latter very good. I should like to see analysis taught with more thoroughness and conviction, as a subject at once interesting, stimulative of intelligence, and conducive to good composition, and not treated as a supernumerary detail introduced for form's sake and out of concession to a prescribed requirement.

"The ordinary teaching of grammar proper is, according to my experience, exceedingly futile. What, for example, is the use of the paraphernalia of parsing and grammatical rules when the child cannot answer a question orally without making a grammatical blunder?

"Why should there not be an empirical correction of errors? Why should not a child be simply told that 'the boys runs' is incorrect, and that he should say 'the boys run'?

"It is satisfactory to note the gradual disappearance of the doggerel and drivel which used to be not unfrequently assigned to the younger children for committal to memory. I still think, however, that the mental grasp of these children is too often under-estimated. One would imagine at times that the teacher's criterion of the suitability of a piece of poetry for Standard I. or II. is that it should consist of monosyllables.

"In many cases the prescribed number of lines only are professed; but it generally happens that the children can as a class repeat most of the poems contained in their reading book. The absurdity of adhering to the minimum requirement is thus manifest.

History. "History was taken as a class subject in 63 schools, *i.e.*, in about half of the schools in the district. The schemes submitted for approval proceeded very much upon the old lines. In the junior standards the periods and personages selected for the teaching of history were rarely satisfactory; and it is very doubtful whether the formal teaching of history is judicious in the case of children of tender years. Historical and biographical incidents and anecdotes would be much more appropriate, and these should be of an interesting and elevating character.

"I confess that I regret the comparative neglect into which history has fallen. In a democratic age like the present it is important that the future depositories of political power should not be ignorant of the making of Britain. To be sure, history manuals are read, but it is to be feared that the impressions derived from them are vague and evanescent. I fear I am exceeding my province in making a suggestion with regard to Code requirement; but perhaps I may be permitted to say that I should hail with satisfaction the grouping of the two subjects of history and geography for a single grant. In this way the mutual interdependence of these subjects would be emphasised, the teaching of the one would corroborate the other, and both would be more thoroughly and intelligently acquired by the enlarged range of their associations.

Geography. "This subject is, as a rule, exceedingly well taught, and according to thoroughly sound methods. It is not, however, generally recognised how imperfect an appliance a plane map is. Without, for example, some representation of the superficial configuration of a country, how is it possible to acquire an intelligent idea of its physical geography? Relief maps are useful, but they are, as a rule, on too small a scale to be of much use.

Needlework. "Very meritorious results are obtained in this department of school work. As regards the test specimens, the least satisfactory exercise is, I think, buttonholing. It might be interesting to ascertain whether the appointment of a sewing mistress or the employment of the ordinary female staff was the more efficacious plan for securing good needlework. Sometimes all the female teachers co-operate in this part of the school work, and the results are often very satisfactory, a good deal of emulation being excited.

Singing. "In a few schools this accomplishment is carried to a high pitch, and is combined with a thorough knowledge of musical notation. In both respects the Kirkcaldy Burgh (now Dunnikier P.) School maintains its pre-eminence. Ferryport-on-Craig, Newport, and Leven Public Schools are also well deserving of honourable mention. In all these schools, as in the district generally, the old notation is professed. My usual practice is to write out on the blackboard eight bars or so of a passage in music, equivalent in point of difficulty to a popular song. In the best schools this will be sung correctly at once, so far as the sound of the notes is concerned, and when the children beat their own time (as in the Dunnikier School), accuracy of both time and tune is simultaneously obtained.

"The defects existing are: (*a*) a pervading want of expression; (*b*) rough intonation of the boys' voices due to want of special training; (*c*) want of cultivation of the extreme registers; (*d*) the pernicious habit of assigning permanently a so-called alto to the boys and the treble to the girls; (*e*) too large classes of unselected voices."

Mr. King:—

"Many of my country schools attempt only two class subjects, and this is probably as much as can fairly be managed in these schools, if due attention is to be paid to the elementary subjects. In some towns English and geography are taken, with drawing for the third subject; but in others we have history as well both for boys and girls. The girls have to attend cookery lessons as a condition of the drawing grant, and they have also to earn the 1*s.* grant for sewing under Art. 19, A. 4. In most cases this is undoubtedly too much for the older girls. They are not as a rule very regular attenders, as they are kept

at home from time to time to help their mothers, and when they have this great burden laid upon their shoulders they generally break down. Sometimes they fail in the work of Standard V., and so lose their labour certificates; sometimes they are weak in the class subjects, especially in grammar and in history. It is not wonderful that the great majority of these girls leave school at the earliest possible moment. We are instructed to assess the work of the girls more leniently than that of the boys; but I do not understand this injunction to carry us so far that we are to ignore, when fixing the rates at which grants are to be paid, the fact that a whole class of girls is deficient in one or more important subjects. If we are in doubt it is not, I think, intended that we should consider with any special favour the case of a school which has an over-loaded time-table.

English. "I have nothing to add to my remarks last year on grammar and analysis, except that these subjects are growing worse instead of better. Only a little grammar can be expected even from children of the 4th and 5th Standards: but that little should be known thoroughly by the bulk of each class. In many schools too little attention is paid to the simple, common-sense explanation of the reading lesson. Recitation continues to improve, and is often very well done. The poems selected are sometimes of a very trivial character, and sometimes too difficult. In nothing is the good taste of a teacher better shown than in the choice of poetry for the standards. I could wish for greater variety. It is not necessary to stick so closely to the poems which are in the class reading-books. Excellent selections can now be had in small pamphlets at a nominal price.

Geography. "I am usually well pleased with geography, except in Standard VI., where the profession is too large. Map-drawing is practised in all the schools, either on slates or on paper, often very successfully.

History. "This is the least satisfactory of the class subjects. In the higher standards especially even the dates and names are often imperfectly remembered, and there is very little intelligent knowledge of the facts or of their connexion with each other. I think that as a rule owing to the pressure of other subjects, too little time is allotted to history. The teacher has not time, by explanation and by drawing upon his own resources, to give his pupils a real grasp of the information, often in itself meagre, which is contained in the text-book.

Elementary science. "Elementary science has been taken this year in eight of my schools, and in each of them the higher grant was earned. Botany is made the basis of the instruction, with a little agriculture in the higher standards, and when sensibly taught and fully illustrated, by diagrams and by plants which the pupils find for themselves, it proves to be a much more popular, and probably more fruitful, study, than the history which it supersedes.

Needlework. "Needlework continues to be very well taught in all the towns in my district and in most of the country schools."

Specific Subjects.

Increase generally. It will be seen from tables in the appendix that in every district but one there is an increase in the number of presentations in specific subjects. From the following Table I. it appears that in the seven subjects of Schedule IV. there is increase in all but Greek, in which the presentation has never been large. In the other thirteen subjects six show increase, seven decrease, but on the whole increase. In the division generally, languages and mathematics are better represented than last year, agriculture being still a favourite subject in Mr. Barrie's district.

Additional numbers in schools paid under Art. 10. Table II. gives an incorrect representation of my own district, without the explanation that to the figures given there must be added the specific subjects which were to have been presented in the schools paid under Art. 10, viz., 60 in mathematics, 46 in Latin, 67 in French, and 113 in domestic economy, or 286 in all. With this correction it appears that

there is a slight increase in mathematics and French. Latin remains the same as last year, and in domestic economy there is a decrease of 60. The total would also show an increase of 124 presentations over those made in 1893.

Few advance to third stage.

Table III. still shows how few of those who enter upon a course of study in specific work advance to a third or even a second year's training. Compared with the corresponding figures in last year's report there is practically no change in the proportion advancing to a second year's training. There is, however, a slight advance in the number going on to the third stage. Last year 23·7 per cent. of the pupils beginning specific work in 1891 (subjects No. 1–7 of the Code) were presented in the third stage; this year the per-centage is 27·7. Again, in mathematics and languages, 12·5 per cent. are presented a third time this year as against 11·2 per cent. last year. From Table IV., which supplies the corresponding statistics for my own district, it appears that whilst only 22·9 per cent. of those taking the seven Code subjects are presented in the third stage, 14·1 per cent. of those in languages and mathematics are a third time presented. Last year it was only 10·1 per cent. This is a decided improvement. Attention may be drawn to another hopeful feature in the figures for the district. Of the 615 who are presented in the third stage in any subject, 254, or 41 per cent., take either a language or mathematics, as against 193, or 28·8 per cent. last year. This rise may probably be due to the additional stimulus to continue the study of such subjects now supplied by the merit certificate.

Increase in languages and mathematics.

Probably due to merit certificate.

I.—Summary of Specific Subjects.

Southern Division.

Name of Subject.	Total Number presented.		Increase in 1894	Decrease in 1894
	1893.	1894.		
Mathematics	2,650	2,748	98	—
Latin	1,943	2,012	69	—
Greek	31	17	—	14
French	3,189	3,274	85	—
German	270	332	62	—
Agriculture	1,544	1,659	115	—
Domestic Economy	4,934	5,120	186	—
Animal Physiology	111	72	—	39
Light and Heat	63	27	—	36
Magnetism and Electricity	84	122	38	—
Chemistry	171	117	—	54
Book-keeping	193	313	120	—
Botany	97	123	26	—
Geology	10	—	—	10
Shorthand	153	283	130	—
Wool, &c.	85	94	9	—
Commercial Subjects	22	—	—	22
Physiology and Ambulance	26	11	—	15
Navigation	18	3	—	15
Mensuration	—	3	3	—
Totals	15,594	16,330	736	—

II.—Summary of Specific Subjects.

District No. 1.

Name of Subject.	Total Number presented.		Increase in 1894.	Decrease in 1894.
	1893.	1894.		
Mathematics	1,016	969	—	47
Latin	624	578	—	46
Greek	4	1	—	3
French	1,163	1,129	—	34
German	97	122	25	—
Agriculture	5	2	—	3
Domestic Economy	1,489	1,316	—	173
Electricity	72	60	—	12
Light and Heat	63	27	—	36
Chemistry	109	87	—	22
Botany	—	45	45	—
Book-keeping	49	103	54	—
Shorthand	56	146	90	—
Totals	4,747	4,585	—	162

III.—Specific Subjects.—Division.

Name of Subject.	Number presented in		
	Stage I. 1892.	Stage II. 1893.	Stage III. 1894.
1. Mathematics	1,735	559	155
2. Latin	1,254	391	144
3. Greek	32	16	3
4. French	1,875	704	308
5. German	171	44	25
6. Agriculture	786	403	414
7. Domestic Economy	2,238	1,371	1,200
8. Magnetism and Electricity	46	16	14
9. Chemistry	60	28	6
10. Botany	140	35	12
11. Book-keeping	45	21	7
12. Shorthand	40	17	5
13. Wool, &c.	32	25	17
14. Light and Heat	49	6	0
15. Animal Physiology	148	67	28
(*a.*) Total	8,651	3,703	2,338
Per-centage of No. in 1st Stage.	—	(42·8)	(27·0)
(*b.*) Total of Subjects (Nos. 1–7), specified in Scotch Code.	8,091	3,488	2,249
Per-centage of No. in 1st Stage.	—	(43·1)	(27·7)
(*c.*) Total of Subjects (Nos. 1–5), *i.e.*, Mathematics and Languages.	5,067	1,714	635
Per-centage of No. in 1st Stage.	—	(33·8)	(12·5)

IV.—Specific Subjects.

District No. 1.

Name of Subject.	Number presented in Stage I. 1892.	Stage II. 1893.	Stage III. 1894.
1. Mathematics	645	185	58
2. Latin	411	106	40
3. Greek	6	4	1
4. French	674	263	155
5. German	60	13	5
6. Agriculture	9	0	0
7. Domestic Economy	785	514	339
8 Magnetism and Electricity	11	16	14
9. Chemistry	37	22	5
11. Book-keeping	—	13	3
12. Shorthand	17	4	0
14. Light and Heat	49	6	0
(*a.*) Total	2,704 —	1,146 *(42·3)	615 (22·7)
(*b.*) Total of Subjects (Nos. 1–7) specified in 4th Schedule of Code.	2,590 —	1,085 (41·8)	593 (22·9)
(*c.*) Total of Subjects (Nos. 1–5) *i.e.*, Mathematics and Languages.	1,796 —	571 (31·8)	254 (14·1)

* Per-centages of the numbers presented in 1st Stage are given in brackets.

Here follow remarks by my colleagues.

Mr. Scougal :—

Increase in total number of presentations.

"Eleven specific subjects have been examined in during the past year. The total number of presentations, as compared with last year's, shows an increase of 20 per cent., distributed over nearly all the subjects. The increase occurs in all the three stages, though proportionately much the largest increase is this year in stage II.

Greek, geology, navigation.

"Greek and geology have, for the time at least, disappeared, and navigation languishes.

Marked increase in *first* and *second* stages of mathematics and languages.

"A noteworthy feature this year is that more than half of the total increase occurs under mathematics and languages. In the *first* and *second* stages of these subjects the presentations have risen from 852 to 1,068. Against this, however, has to be set the decrease of *third* stage pupils from 60 to 42. In these subjects, as also over all the subjects taken together, the 'pass' has advanced 5 per cent.

Number of schools teaching specific subjects.

"The presentations were distributed over 56 schools, many of which, however, presented but small numbers. Indeed, *six* schools account for more than one third of the total presentation. In Midlothian, at any rate, this concentration of most of the specific work in a comparatively small number of schools is likely to be still further developed by the scheme of the County Committee on Secondary Education."

Mr. Walker :—

"Mathematics is taught in 46 schools, Latin in 37, French in 52, Greek and German in 6 each, agriculture in 31, domestic economy in 93, botany in 1, shorthand in 4, and book-keeping in two.

"Specific subjects are taught in 103 of the 153 schools in the district.

"There are 65 more presentations than last year and 61 passes more. The subjects showing an increase are mathematics, Latin, German, and domestic economy, while there is considerable decrease in the number presented in French and agriculture.

"One favourable feature in the table is that 263 more than last year go on to the second stage of a subject, and that 224 more of them pass in it. There are, however, 53 fewer presentations, and 23 fewer passes in the third stages.

"The individual subjects are marked by the same features as were noted last year. In Euclid the propositions are well got up, but deductions from them are neglected. Algebra is generally satisfactory.

"Latin still shows want of drill in the elements, and in French rather too much attention is given to translation and retranslation to the comparative neglect of the mental discipline to be acquired by a patient study of points of grammar and inflection.

"Greek, German, and the supplementary subjects of botany, shorthand, and book-keeping are confined to a very few schools. In one, Kinnoull Public School, some excellent specimens of type-writing were shown."

Mr. Dunn:—

"During the last session there have been no less than 2,407 presentations in specific subjects, being an increase of 619 as compared with the previous year; and I have good reason to be gratified with the results. Apart from domestic economy the subjects mostly taken were languages and mathematics In no previous year have I obtained results so satisfactory. I would particularly note the increased grammatical accuracy in French and Latin. In not a few schools the first and second stages in French, Latin, and mathematics would have done credit to any secondary school. The advantages of secondary instruction in primary schools are many, but there is one which has during the last year specially impressed itself upon my notice. It is a very common and commendable practice to impart this instruction to those who have passed the 5th Standard; and the mental destitution in which these pupils were often left when the exigencies of the individual examination absorbed all the time and energy of the teacher has been happily removed. There is thus an added inducement for children to remain at school; and, what is more, a little group is thus formed of superior children whose moral influence upon the rest of the school is most beneficial."

Mr. Barrie:—

"The presentations in specific subjects show an increase of 315 on last year's numbers, and this increase is chiefly in agriculture and domestic economy. There is a decrease of 38 in mathematics, and an increase of 75 in Latin, and 45 in French.

"The results generally were of a satisfactory character, but they call for no special remark since the date of my last report."

Merit Certificates.

Slight increase in Edinburgh district.

For this certificate there were presented in 31 schools in this district 363 candidates, 250 of whom were successful. The increase of presentations over last year is only 28. This small increase is to some extent accounted for by the Established Church Practising School, from which 50 candidates appeared last year, having preferred to compete for the grants offered by the Edinburgh Burgh Committee on Secondary Education, for passes in the leaving certificate examination. I am not altogether surprised that the increase is comparatively small. A somewhat injudicious rush was made for them last year with, in some cases, disastrous results, which counselled caution and selection. It is satisfactory to find that there is a greater general distribution over the district. In Mr. Scougal's district the number is more than doubled, which he attributes to the encouragement given by the schemes of the

More general distribution.

Large increase in district No. 2.

secondary education committees. Mr. Walker has not so many candidates as he could wish. Mr. Dunn thinks them of great value as encouraging longer continuance at school. Mr. King reports a slight increase and hopes for more when the requirements are better known. Of their value as the crown and completion of elementary education there can be but one opinion. From 13 of the Edinburgh Board Schools 166 candidates were presented, 115 of whom were successful. Subjoined are my colleagues' remarks.

Mr. Scougal:—

Increase in number of candidates.

"Fourteen schools—six in Mid Lothian and eight in East Lothian—presented pupils for the merit certificate. The total number of candidates has been 90, as against 42 last year. This bears out the expectation of increase that I expressed last year. The Haddingtonshire County Committee offer special encouragement to schools that gain these certificates; and both the Mid Lothian County Committee and the Leith Burgh Committee make the holding of the merit certificate a condition of entering into competition for their 'school bursaries' under the former committee for all, under the latter for the most valuable of these bursaries.

Improved work.

"About 70 per cent. of the candidates for the merit certificate have been successful. This is practically the same proportion as were successful last year. But this year there has been decidedly better work in the elementary and class subjects; and consequently there have been fewer cases of hesitation as to the candidates' worthiness to receive the distinction of the merit certificate."

Mr. Walker:—

"The merit certificate has been applied for in only 17 of the schools by 46 boys and 57 girls, and has been gained by 41 boys and 52 girls. The candidates are mostly from the larger schools that have a considerable class beyond the standards; but there is nothing to prevent any ex-VI. scholar, though he should be the only one in his school, from attempting to gain it. It may be that its advantages have not been sufficiently advertised, or that they are not sufficiently obvious. The ordinary teacher has been so long accustomed to payment for results, that unless there is a very tangible *quid pro quo* it is not easy to get him to act; and as, in the meantime, the certificate does not lead to anything else, scholars have no special inducement to go in for it."

Mr. Dunn:—

"I attach the greatest importance to the merit certificate, which may and which should become the goal to which these children should direct their energies. It is the tangible and concrete reward for their industry, it is a gratifying distinction, and it forms the appropriate completion of their school career. In this way, the ex-VI. pupils who in former days were, so to speak, the retired pensioners of the school, have been retained in active service."

Mr. King:—

"I have granted 49 merit certificates, which is an advance of 12 on last year. I expect that there will be a considerable further increase when the requirements are more fully understood. A good many certificates have been lost because ex-VI. pupils have been allowed to neglect their elementary work after passing Standard VI., or because, while well prepared in the third stage of a specific subject like agriculture or domestic economy, they have forgotten the work of the first and second stages. In some cases certificates were refused on account of the poor appearance made by the candidates in the class subjects."

Pupil-Teachers.

In view of the important changes, and to my mind improvements, proposed in the programme of pupil-teachers' training, the subject does not call for lengthened remarks except on the debateable question of

central classes. Under this head the following figures, which will I believe be found correct, are perhaps a useful contribution to its discussion. Glasgow and Leith are two districts in which the central system has been in operation. In Edinburgh and Govan it has not been tried. The results of the Queen's Scholarship examination may be taken as a fair measure of the comparative merits of the two systems. The per-centage of passes in the 1st and 2nd classes combined in 189- are as follows:— Question of central classes.

——	Boys.	Girls.
Edinburgh - - -	73	93
Govan - - - -	50	89
Glasgow - - - -	62	73
Leith - - - -	20	69

Further, there is a very noteworthy decline in the Glasgow results in four years. In Edinburgh the per-centage for four years has been steady, and the average per-centage is, boys 85·6, girls 89. There may be considerations unknown to me that modify or explain the apparent inferiority of the central system in Glasgow and Leith, but I think that the figures will be found correct. Results apparently inferior.

It is said that generally the headmasters of Glasgow schools dislike the central system on several grounds; among others that the pupil-teachers take less interest in their work as teachers, that there is a weakening of the tie between teacher and pupil teacher, that in large central classes there is less individual superintendence and less interest felt by the teacher of a promiscuous class than by a teacher who is dealing with those associated with him in the work of his own school that the manners of pupil-teachers are not improved, and that their independence of headmasters and assistants sometimes takes objectionable forms. Objections to them.

These statements may or may not be correct, but they are on the face of them not improbable. Supposing them correct, probably a *via media* could be found whereby the best features of the two systems—for the central system has good features—could be retained, the headmaster being held responsible generally for the studies of the pupil-teacher, while in certain subjects the instruction might be supplemented by specially qualified teachers. A middle course possible.

Mr. Dunn remarks:—

"The number of pupil-teachers remains almost stationary, there being 126 this year as compared with 123 last year. The female pupil-teachers continue to outnumber the males. Out of the 126, 54 obtained 60*s.*; 56, 40*s.*; while 16 failed to obtain any premium. The number of failures has decreased as compared with the previous year. The failure subject was usually arithmetic. Both grammar and analysis of sentences demand increased attention. French, now taken by the females, has made a fairly satisfactory start. In Latin, translation from English is the least satisfactory feature of the papers. Sewing has greatly improved. It is gratifying to note that a large proportion of the female pupil-teachers are fair pianists, and are able to accompany the school songs. I hope the time will come when the possession of the merit certificate will be a condition of appointment to a pupil-teachership."

Evening Schools.

Increase in schools.

The impulse given to evening school work by the healthy and stimulating influence of the new Continuation School Code is still powerful, and a further increase in the number of schools has again to be recorded. Five new schools, three in the country and two in the city, have been opened. Against this, however, has to be placed the closing of two schools which were opened for the first time last year, thus leaving an increase of three to be added to the total number of schools in the district, which now stands at 31.

Changes in organisation.

Several important changes have been made in the organisation of the city schools. The number of weekly openings this session has been reduced from four to three, and the duration of each opening extended from an hour and a half to two hours. It was feared in some quarters that the attendance on the third night might be adversely affected by the break of an intervening night, but the apprehension has been groundless, and the remarkable regularity of attendance which has marked the past three years is still continued. It is the general experience also of teachers that progress is, if anything, steadier under the new regimen, and that many of the pupils make good use of the free night in home preparation.

Increase of staff.

Other points worthy of notice are the very liberal scale on which the board have staffed these schools, equipped them with suitable apparatus of all kinds, and remunerated the teachers. In addition to the head master there is a provision of one assistant teacher for every 25 pupils. Small classes, allowing for much individual work, thorough-going classification, and skilful teaching, thus secure very satisfactory progress.

I have again visited a few of the schools which could not be satisfactorily overtaken by my assistants, but much the largest number have fallen to their share. What I have seen has been a source of interest and satisfaction. Speaking of only my own district and the visits I have paid, I have a clear conviction that evening schools are doing much good. The fear of loose work, which I thought might be the result of visits without notice having for their object not so much definite examination as general inspection, has not been verified. This is, I believe, due to the fact that in every school there has been a definite examination on several of the subjects taken up, and a general survey of the amount and efficiency of work done during the session. Additional and not less satisfactory guarantees for genuine progress are to be found in the zeal and ability of the teachers and earnestness of the pupils. The former have almost without exception taken to the work not as a task but *con amore*, the latter have, as a rule, chosen to attend because of a felt necessity, and under the prompting of a desire to improve their position in the various lines of life in which they are engaged. Further, they have a wide variety in the choice of subjects, and it goes without saying that voluntary work is done better and more heartily than a compulsory task. Unless these conditions are satisfied, and in the day school most of them are not, visits without notice and definite examination must result in a lowering of the standard and an all-round slackening of the work. In several of the schools I found men of mature age, some of them married, who had attended the whole session with absolute regularity.

Doing much good.

Zeal of teachers and earnestness of pupils.

Conditions of success not satisfied in day schools.

My colleagues in rural districts point out forcibly the difficulty of overtaking this additional work.

My colleagues have supplied me with the following remarks.

Mr. Crombie :—

"Of the subjects taught book-keeping and shorthand are the most popular. In one or two instances specialists with a practical knowledge of these commercial subjects are employed, but, as a rule, they are taught, and very successfully, by the day school teachers. It is no uncommon occurrence to find old cheque books, actual bills, and promissory notes used to illustrate the instruction in the former, while in the latter many of the apter pupils are encouraged to work for Pitman's certificates, a few even obtaining the speed certificates. Book-keeping and shorthand.

"In the girls' schools dressmaking is very popular. The course of lessons embraces instruction in cutting out according to the scientific chart, and in the making of a dress to fit the pupil. Many girls at work with dressmakers and milliners attend this class. Dressmaking.

"A course of scientific lessons is given in all the city schools. Various branches of elementary science are taken up, the chief being chemistry, electricity, light and heat, and mechanics. A very liberal supply of apparatus has been provided in each case, and every effort is made to secure scientific treatment. In one school for girls, where botany is taught, the subject has been abundantly illustrated by actual plants, optical lantern slides, and microscopic sections. Not the least encouraging sign is the evident interest in the work shared alike by teacher and pupil. It is, however, questionable how far the study of some of these branches, such as electricity, is profitable to classes of girls. Science.

"Science is also taught in several of the country schools. A most successful elementary course of chemistry, including lessons on the destructive distillation of shale was given in one school, where the subject appealed to the practical side of many of the class who were employed in the adjoining oil-works.

"Geography is taught in most of the city schools with the aid of the optical lantern. Large additions have been made to the slides for this purpose, and they are now very judiciously grouped according to countries and subjects. Geography.

"In several schools private reading is fostered by means of libraries which have been formed, in the first place, through the private enterprise of the teacher and the hearty co-operation of the pupils. Libraries.

"The pleasant relations between teachers and pupils, and the all-pervading interest in work, commented on last year, still continue, and the impression left after a visit is generally one of genuine pleasure at satisfactory work done under suitable conditions." Interest in work.

Mr. Gall :—

"As affording a wider choice of subjects and more time for teaching them, the recent radical changes in the Code for evening schools are a step in the right direction. Provided the selection is kept within due limits, so that the energies of the pupils are not weakened by being diffused over too many studies, the work done can be made more thorough and more likely to be a permanent possession than it was under the old *régime*.

"The schools I visited were pretty equally divided between the country and the city. The former call for no special remarks, except that there seems to be greater difficulty in keeping up the attendance than in town schools.

"I am glad to be able to speak in terms of hearty commendation of the manner in which the schools under the Edinburgh Board are conducted. The staff is ample and of excellent quality, and the relations between the teachers and their scholars are generally of the most cordial nature.

"As regards elementary subjects, the three R's are taken to a greater or less extent in all the schools. Reading is for the most part fluent and natural in style, and the subject-matter of the lessons is readily explained. The composition exercises are generally neatly written, and show some progress. Grammar is sensibly taught but both of these subjects might profitably be studied by a much larger number. Mental calculation receives its due share of attention, and in arithmetic generally I find that the *rationale* of the processes is very fairly understood.

"A noteworthy feature of these schools is the regularity of attendance which, in some cases, is almost phenomenal. This happy result is in large Regular attendance encouraged.

measure secured by the policy of the board in giving certificates and prizes to the most deserving pupils and in returning the fees to those who make at least 75 per cent. of the possible attendances. But much credit must also be given to the teaching staff, who do their utmost to make the evening school as attractive as possible."

Mr. Scougal :—

Number of schools.

"The evening continuation schools inspected in this district during the past session numbered 14. Of these six were under the Leith School Board, and five under the school board of Lasswade.

"Mr. Black has supplied me with the following remarks :—

Variety of subjects taken up.

"'In the various schools no fewer than 22 subjects have been taken up. In what was practically an experimental session half of the schools wisely confined themselves to a limited number of subjects: others—notably in Leith—provided a wide variety to meet the wishes and requirements of pupils drawn from the different classes of a town population.

Number and age of pupils.

"'The total number of pupils actually seen at work in the course of various visits to the schools was 691 males and 188 females. It was quite exceptional to meet with a scholar under 12 years of age. But a large number of men over 21 years of age took advantage of the opportunity afforded them to revive or extend their knowledge; and these showed a keenness in their work that must have been gratifying to their teachers and of much benefit to themselves. Some of the schools, it is true, languished after the first few weeks, and were latterly reduced to insignificant numbers; but most of them retained a large proportion of their pupils to the end, and showed results that must give all interested much encouragement for the future.'

Success of this first session's experiment.

"From only a first session's experience it is not possible to forecast what may eventually be the place and function of the evening continuation school as part of the educational machinery of the country. But, undoubtedly, very gratifying success has attended the new experiment as far as it has yet gone.

Causes thereof.

This success has been mainly due to two causes; the zeal, ability, and tact of the teachers, and the earnestness and public spirit of the managers. In a few cases, however, I am sorry to say the managers have not done all that they might do, and ought to do, to strengthen the hands of the teachers. Those who undertake the hard and wearing work of evening school teaching deserve not only liberal remuneration but also encouragement and support by every other means in the managers' power.

Problem as to teaching and examining staffs.

"Judging from the applications already sent in this year, I expect that the evening school work in my district will next session be doubled. Prospective increase such as this forces consideration of the problem of what is to be done as to staff, both for the teaching and for the examining of evening schools. There must soon be evidence of serious and disastrous overstrain, if the same staff unaugmented, whether of teachers or of examiners, is, for several of the heaviest months of the year, to go on doing a full day's work and evening work too."

Mr. Walker :—

"The new Continuation Code originated 34 evening schools, to which I had to pay 44 visits. The number present was 1,111 boys and 707 girls, 1,818 in all. The subjects of study were varied, the most common being reading, writing and composition, arithmetic, mensuration, shorthand, and book-keeping. In some cases there were large classes for cooking and sewing, while physical drill and gymnastics were favourites with the lads. There were classes, usually small, for Latin, French, and German, in some of the larger schools, and in some districts vocal music had many followers.

"The demand for elementary subjects showed only too clearly the evanescent character of the instruction given in many of our schools. In most cases they had entirely forgotten almost everything they had learned, especially in arithmetic, and it was obvious that the habit of reading and writing had not been kept up.

"In what may be called practical classes, those for cooking and laundry work, shorthand, typewriting, book-keeping, gymnastics, and music, much good work was being done.

"It is very doubtful whether the schools can be carried on under present conditions. It is certainly too much to expect a teacher to add two or three hours to his day's work, and it is altogether unreasonable that an inspector should add three or four hours to his. The average time required for the 44 visits in this district was 3 hours 26 minutes, and some of them took up twice that time. The railway was available for only a very few of them: most of the schools had to be reached by driving from 8 to 28 miles, night after night, in all weathers. An inspector who has been long in a district knows his men thoroughly, knows exactly what they can do in given circumstances, and comes to look on these periodic visits as something like a waste of time and money."

Mr. Barrie:—

"During the past year only four continuation evening schools were attempted, but there is promise of a considerable increase this year. Mr. Galloway, who visited the schools, reports that 'they seemed working with 'excellent heart, and showed a commendable amount of knowledge under 'examination.'" Continuation schools.

Mr. Dunn:—

"My assistant, Mr. Smith, has furnished me with valuable information relative to the evening schools, which I may thus briefly summarise.

"The number of such schools examined was 34. The total number of pupils present was 1,670, of whom 1,281 were males, and 389 females.

"The schools, as a whole, were conducted in a very orderly and business-like manner, and no school was reported as inefficient. The ages of the pupils varied greatly. In not a few cases, married men of mature years sat on the same bench with young lads. Irregularity of attendance was to some extent obviated by the return of the fees to those who made a certain per-centage of the total number of possible attendances; and also by combining with the instruction a recreative element such as a musical evening or some similar entertainment.

"Mr. Smith adds that the subjects of instruction varied greatly, and he names about a dozen which were taught with on the whole gratifying success. He points out also that children who had left school after passing Standard V. had forgotten much that they had learnt, while those who had been in VI. and ex-VI. had lost little, and rapidly made up, lee-way."

General Observations on School Age and Progress, Discipline, Drill.

Mr. Struthers:—

"The circumstance in connexion with the schools of the district which has impressed itself most strongly upon me during the past year, has been the decided rise in the age at which the lower standards especially are usually taken. It is a circumstance which has cost me much anxious thought, and I now make a point in the infant departments and junior standards of being furnished with a return of the ages of the children in each class *separately*. That return, I am bound to say, has not infrequently modified somewhat the otherwise extremely favourable estimate I had formed of the work of a class. The circumstance referred to has a most important bearing on every department of school work, and I have thought it well to study the whole question in the light of the excellent tables of statistics provided in the report of the Committee of the Edinburgh Board on school work. It may be worth while to set forth in detail some of the results and the conclusions to which they seem to me to point. I regret that I have not at command sufficiently complete statistics as to the other schools in the district, and I can only state my general impression that in these other schools the rise in age is not quite so marked.

"I do not think I can put the fact I allude to more forcibly than by stating that out of 3,626 children presented during the last year in Standard I. in the Edinburgh Board Schools 1,668, or 46 *per cent. of the whole, were over nine*

years of age. Of these, 648, or 18 per cent. of the whole, were over 10 years of age, and 230, or 6 per cent., over 11. This shows a decided rise from last year, when the number of children over nine years of age presented in Standard I. was 1,550, or 41 per cent. of the total number [illegible]. If now we take the figures for 1889-90, the year before the introduction of the New Code, we have a measure of the change which has come about under the provisions of that Code. In that year, out of 2,352 children presented in Standard I. 380, or 16 per cent only, were over nine years of age. This percentage I find was absolutely constant for several years previous.

"The change is in itself a sufficiently striking one, but let us now consider some of its probable consequences. Assuming that these children progress henceforth at the normal rate of a standard a year—and I do not find the cases in which more rapid progress is made at all numerous—the bulk of these children will not be presented in Standard V. till they are between 13 and 14, and a considerable proportion, viz., 18 per cent. of the whole, will only reach this stage when they are over 14. These latter, it is much to be feared, will disappear almost wholly from school before passing Standard V., and that is a sufficiently serious consideration. But what of the larger number who, in ordinary course, would only be presented in this standard between the ages of 13 and 14? Is it certain that these latter will continue at school till they have passed Standard V.? Is it not to be feared that parents of a certain class who have been accustomed to benefit by the labours of their children at an early age, *e.g.*, on passing Standard V. at 11, will resent the retention of their children in school till they are over 13, possibly nearer 14, and will find ways and means of evading the law? The enforcement of attendance by the school authorities is at any time a sufficiently tedious and difficult matter. Even at present the Edinburgh School Board, and I believe the Glasgow School Board also, find it expedient to effect a compromise in certain cases by substituting attendance at an evening school, for the legal half-time attendance at a day school. Is there not a danger that in face of any wide-spread withdrawal from school of the children in question (*i.e.*, those between 13 and 14 who have not passed Standard V.) the powers of school boards to enforce attendance might prove to be more nominal than real?

"I confess that I entered on this part of my inquiry with fear and trembling, but I am glad to say that the inferences to be drawn from the statistics already referred to, though not conclusive, are on the whole very reassuring. The 2,770 children between the ages of 12 and 13 in the board's schools last year are represented by 1,672 children between the ages of 13 and 14 this year. Roughly speaking, then, for various modifying considerations come into play, 1,098 children left school at this stage. But of the 2,770 children, 1,643 were presented in Standard V. or higher standards, and these are represented by only 619 children between 13 and 14 in Standards VI. and ex-VI. in the following year. It follows that of the 1,098 children who disappeared from school at this stage, 1,024 had probably been presented in Standard V. The margin of difference is not great, and it is to be inferred that practically all the children of 13 years who had *not* reached Standard V., continued their attendance at school. This is confirmed by the fact that the 573 children of 12 years of age in Standard IV., last year are represented by 501 children of 13 years of age in Standard V. this year. So far, at all events, this is a satisfactory result, and if the Board is as successful in future in securing attendance as they are at present, we may assume that the consequence of the rise of age, as regards those children who will, in natural course, reach Standard V. before the limit of school age, will be simply that a considerable number of children will continue longer at school, and not that they will leave school at a lower stage than they did before.

"But there is a large, I should perhaps say an alarming, number of children who are not in this position. The 269 children of 13 years of age in Standard IV. last year, are represented by only 85 of 14 years of age in Standard V. this year. The remainder, it is to be presumed, ceased attendance on reaching the limit of school age. That result may be regarded as typical of what will happen in the case of children who reach the limit of school age before being presented in Standard V. Now it has to be remembered that the full effects of the rise in age are not yet felt in Standard V. As a matter of fact there are this present

year in the Board's schools, 2,715 children, or *ten per cent of the total number on the roll*, who, assuming normal progress, and comparing age for standard, will reach the limit of school age before they are presented in Standard V. In the case of these children, of the great majority at all events, the result of the rise of age will be that they will leave school at a lower stage, nominally at least, than they did before.

"These, then, are the facts so far as they can be ascertained at present. What practical conclusions are to be drawn from them?

"First, as regards those children who at the normal rate of progress will be presented in V. between the ages of 13 and 14. In a few years, as I have shown, we may expect that about half the children in V. will be of this age at least. Now experience shows that Standard V. can be quite well taken by some children of 11, and that the requirements are certainly within the capacities of the average child of 12. Apart from other considerations, 12 may be looked upon as the proper age for passing this standard. But so long as the choice lies between passing Standard V. at this age and then leaving school, or delaying presentation for another year, there can be no doubt as to which course is the preferable one. On this point testimony is unanimous. Both the Edinburgh and the Glasgow Boards in their annual reports have continuously deplored the early age at which Standard V. is taken by many children, and the Edinburgh Board now finds the abatement in this respect matter for congratulation. I might quote from blue books many opinions to the same effect. The additional year at school would probably be a social gain even if no further progress was made. But there is also an educational gain in the opportunity given for fuller and broader treatment of the work at an age when the children are more capable of profiting by it. There can be no question that it is better that children should have a thorough and well-digested knowledge of the work of V., than that they should make a hurried attempt to overtake the work of VI. The work of V. embraces within its scope ample material for exercising the intelligence of children of the age of 13, and it scarcely requires a generous interpretation to be put upon it to cover all that is really essential in the work of VI. In any case it may easily be made to represent a fairly complete elementary education.

"The rise of age for standard then, so far as it leads to presentation in V. between the ages of 13 and 14 is not matter for alarm, but rather on the whole for congratulation. It may become virtually equivalent in its effects to raising the exemption standard to VI., and may be made the means of securing more really efficient work than if the exemption standard were VI. in name. But there are two important qualifications: (1.) There must be a reasonable hope that the school authorities will be really able to secure the attendance at the day school of practically all children up to the age of 14 who have not passed Standard V. The policy pursued by both the Edinburgh and the Glasgow Boards of substituting evening school for day school attendance in the case of some of these children, is probably a necessary though unwelcome expedient, but any development of that policy will have to be most jealously watched. I am satisfied that the teachers of the special evening school in Edinburgh, for this class of children, do all that can possibly be done; but after all, attendance at such an evening school is but a poor substitute for even half-time attendance at a day school. (2.) It is reasonable to expect that with the rise in age in the several standards the work done, though not going beyond the standard requirements, will be more intelligent and more thorough. That, indeed, is largely the case at present. In the average school, failures in V., as judged by the old standard, are tending to disappear altogether, and there is undoubtedly a distinct advance in intelligence and in the quality of the work done in such subjects as reading and arithmetic. So also in the junior standards. The work done in I., for example, is as a rule altogether different in quality from that required for a 'pass' under the old Code, and if the same standard were still applied, a very small amount of extra preparation would suffice to qualify the pupils for 'passing' in Standard II. Their real knowledge of arithmetic, for instance, though nominally less advanced, would probably be found to be much more intelligent and effective. At the same time, care must be taken to see that even their nominal advancement is not unduly retarded, and in any case it is eminently reasonable in forming an estimate of the work of a class to take into account among other things the age of the children.

"But when the rise in age for standard delays presentation in V. till the children are over 14 the case is altogether different. If my calculations are correct, as I believe them to be, 10 per cent. of all the children in the Edinburgh Board Schools are now in this position. This is a circumstance which demands the instant consideration of all concerned, and ways and means must be found for reducing the proportion considerably. The number is of course largely made up of the backward and irregular children to be found in attendance at certain schools in the poorer quarters of the town. But it is precisely on this class that attention must be concentrated if we are to reap the full benefit of the system of compulsory education as a social force. I can imagine no more important duty of a School Board, than the securing that each individual child of this class, shall receive the best education of which it is capable. Among the 10 per cent. referred to there are scattered over the schools of the town a certain number of children who are mentally deficient. These children either float through the school, attached to some standard, or remain stationary in some junior standard alongside of children much younger than themselves. In either case they probably receive little special attention, and it is worth while considering whether they might not be gathered together from the different schools, and receive special instruction in classes much smaller than the usual. This plan has been adopted by the London Board, and apparently with such marked success, that some of the children, after a special course of instruction, can resume the work of their original school. The 10 per cent. includes also a number of children of vagrant parents over whom it is exceedingly difficult to exercise any effective control. But, setting both these classes aside, there remains a very large number of children of fair intelligence, whose school course might easily be made to approximate much more closely to the normal. On this point I have made particular inquiry in many schools, and I find that the reasons for the appearance of these children of abnormal age in the lower standards are twofold, viz.: The late age at which they enter school, combined with the fact that, as a rule, they are made to go through precisely the same curriculum and at the same rate of progress as those who entered school earlier. My observations on the first point are confirmed by the fact, that as against 1,141 children between the ages of five and six in the Edinburgh schools last year, there are 2,674 between the ages of six and seven this year. Apparently, then, 1,583 children entered school for the first time at the latter age. How many of these were nearer seven than six, I cannot of course say. Some deduction, probably small, falls to be made from this number on account of children who have previously attended other schools. Subject to a similar deduction, 385 children appear to have entered school for the first time between seven and eight. The Education Acts set forth that it is 'the duty of every parent to provide 'efficient elementary education for his children who are between the ages of '5 and 14," and it is presumably the duty of School Boards to see that this provision is enforced. I am aware that there is a considerable body of opinion in Scotland, in favour of delaying the beginning of school life till six. If it is open to an official to have any opinion on what is a matter of law I must confess to a certain sympathy with that feeling in the case of rural schools, but where well-equipped infant schools can be placed within easy reach of the homes of the children, it is desirable that a beginning of school life should be made, as a rule, before six. In this way progress in the junior classes may be more leisurely, and opportunity is given for laying a better foundation for the work of the senior classes, and as a rule, the work of the infant schools is now of such a character as to be in many respects more attractive to the average child than home. But whether attendance is to be enforced between five or six or not, it is at all events imperative that there should be sufficient accommodation of a proper kind for all children of that age, whose parents choose to send them. In certain quarters of the city, that is scarcely the case at present. The children admitted to certain schools are largely over six, not because there is any lack of applicants under six, but because the older children, as is reasonable, are taken first, and the vacant places left for the younger children are not at all adequate to the number of applicants. To put it broadly, there is such a deficiency of *infant* school accommodation, in certain quarters of the city particularly, that the Board, so far from being able to enforce attendance between five and six, *are not even in a position to encourage it*. Even in the case of children over six I can well believe that the efforts of the attendance

officers to secure regular attendance—an indispensable condition of regular progress—must be greatly hampered by the knowledge that any special exertions on their part are likely to result in overcrowding of the infant departments. This deficiency of infant school accommodation is in course of being remedied, but I am not sure that even yet the proposals of the Board go far enough.

"The other cause of insufficient progress for age is intimately connected with the foregoing. It is, that though so many more children enter school for the first time between six and seven than between five and six, the curriculum of all the infant schools is really adapted for the latter class only. It extends as a rule over three years, a year as 'junior infants,' a year as 'senior infants,' and a year as Standard I. Individual children make more rapid progress, but, so far as I have observed, no *class* passes through the infant department in less than three years. This curriculum in the case of children who enter school between five and six is an entirely reasonable one. For my own part I think it difficult to overestimate the value of the special training for which opportunity is thus given. I think it highly desirable that in towns at all events, as nearly as possible all children should enter school at an age when they may benefit by the full infant school curriculum. But the fact remains that at present considerably more than half the children do not do so, and for these children, much as I regret it, the regular infant school curriculum must be abridged and curtailed. Children who enter school between six and seven, should not as a rule remain more than two years in the infant department, including Standard I., and in their case the teaching must be correspondingly, I do not say even then exclusively, concentrated upon the three R's. Setting aside the case of children who are physically or mentally weak, for whose instruction special provision might, as I have said, be made, all children should reach the stage of presentation in Standard I. between the ages of eight and nine at the latest, and their instruction up to this point must be arranged accordingly. This will necessitate organisation on a double basis in the infant schools, in itself a thing to be avoided, and will prevent these schools from completely fulfilling their functions as regards very many of the children. It is at best but a make-shift arrangement, and the real remedy lies (1) in the provision of ample infant school accommodation and (2) in the encouragement, if not the enforcement, of attendance between the ages of five and six.

"Another expedient which would help to bring the children more into line with the requirements for their age would be the more frequent practice of half-yearly 'removes' in the junior standards. There is no reason, except, perhaps, occasionally the interests of individual teachers, why changes of classes should only be made after inspection. I have in view especially many instances where the higher division of Standard I. was in a position to overtake very fully the work of Standard II. within half a year, and most of these children might very well be then advanced to Standard III., even though they did not quite overtake all the work of that standard befor inspection."

Mr. Dunn :—

Discipline.

"It may be said generally that the tone of the schools is much superior to the more formal and mechanical elements of discipline. During oral or written work the children as a rule behave with exemplary propriety; but at the dismissal of classes or during some lull in the process of examination they are apt to lapse into free and easy ways, and to chat with one another. I may say that the discipline of the schools in Fife stands very high. The progressive improvement in the manners of the children is very marked. In only a few schools, however, are the boys trained to salute their teachers by raising their caps in token of respect, as all boys do in secondary schools.

"In the best schools corporal punishment is rarely inflicted and is reserved for moral offences; but I have reason to believe that in too many instances this form of punishment is employed for the correction of delinquencies which may be met by much more appropriate and effective expedients.

"When a visit without notice is made one sometimes sees the teacher—not unfrequently the female teacher—moving about with the tawse dangling in his or her hand, or placed conspicuously upon the desk or table. Every teacher on reflection must feel how ignoble this is, and in the case of female teachers, how unfeminine."

Cookery and Manual Instruction.

Cookery. All the schools under the Edinburgh Board except two are now fitted up with cooking rooms. The number of girls who made the attendances required for earning a grant was 2,153, and of these 1,839 were present at the annual inspection.

Woodwork. Systematic instruction in woodwork has been given during the year in seven of the Edinburgh Board Schools. Of the 21 candidates who presented themselves for the first year's manual training examination, 3 obtained first class and 10 senior class certificates. Other four schools are to be provided with workshops. My colleagues remark on this head.

Mr. King :—

Cookery. "Cooking is taught to day pupils in Hawick, Galashiels and Melrose. In Hawick a special teacher goes from school to school taking her apparatus with her. In Galashiels the children are sent from each school, according to a time-table, to the new Roxburgh Street School, where a room has been fitted up for the purpose on the top flat. They also are taught by a special teacher. In Melrose there is only one school, and the duty is undertaken by the lady teachers, who are qualified. I have seen something, but from lack of time, not so much as I should have desired, of the teaching of cookery in these three places, and it seemed to me to be practical and sensible. I believe, however, that the instruction is of much more permanent value when it is given to the girls in evening continuation schools. There were successful evening cooking classes last year at Peebles and Hawick; and similar classes are now in operation in Selkirk (Landward parish), Hawick, and Innerleithen."

Mr. Walker :—

Drill. "The use of physical exercises, with or without dumbbells, barbells, hoops, skipping ropes, and other adjuncts, is steadily extending, and may be said to prevail in all the larger schools. The only reason for its comparative infrequency in the smaller schools is probably want of time. A teacher single handed, as many in this district with its small rural schools are, who has to drill infants, six standards, and one or two beyond the standards, in elementary work, and who foolishly undertakes in addition three class subjects, and two, three, or four specific subjects, cannot have any time or energy left for what he may consider new-fangled and merely ornamental work.

"In every school, however, there should be time found for drill in ordinary school movements such as changing classes, entering or leaving the room, putting away slates, copies, &c. As it may be all done by signal, there need not be much exertion on the part of the teacher, and he would find his own comfort and the habits of the scholars very much improved.

"Kindergarten work is practised in most of the the large schools and in a few of the smaller ones, and adds a pleasing variety to the occupations of the infants, and a harmless if not very useful means of keeping them employed."

Music.

I think it my duty to repeat a suggestion which I made four years ago about the teaching of music being confined in the juvenile departments of the Edinburgh Board Schools to the visiting masters. The suggestion seems either not to have been adopted at all, or so partially and temporarily, that the condition of matters is now what it was then; viz., that, except in the infant departments, the ordinary staff, four-fifths of whom leave the training colleges competently instructed in both theory and practice, have absolutely no share in this part of school work, and that every pupil receives musical instruction only once a week, and for an hour at a time. To this there are three objections, (1) that once a week is too seldom, (2) that for all but the highest classes an hour at a time is too long, and (3) that one of the main

functions of music as a part of schoolwork, viz., its recreative and brightening influence, is entirely lost sight of.

I do not suggest the discontinuance of visiting masters. I do suggest that the Edinburgh Board should do what I have the highest authority for saying is done in every other considerable town and city in Great Britain, utilise both as a contribution to musical instruction, and as a recreation, the skill of the ordinary staff, on which much time and money are spent in the training colleges. I have the same authority for saying that this can be done without the slightest injury, and even with advantage, to the special functions of the visiting masters.

Deaf Mute and Blind Schools.

Of the two schools—one of each class—in Edinburgh, I have only to repeat my remarks of last year. They are conducted by teachers who know their work thoroughly, and, what is of not less importance, have full sympathy with the unfortunate children under their charge.

School Libraries and Museums.

I am glad to report a further increase, in both town and country, of the number of these most useful appendages to schools. "Where there's a will there's a way" is well illustrated by the various methods in which beginnings in these directions have been made. The Edinburgh Board acting on the sound principle of helping those who help themselves give money grants in supplement of efforts made by the teachers and pupils.

Mr. Scougal :—

"Limits of space forbid any extended remarks on school libraries and museums, but it may be interesting and encouraging to managers and teachers elsewhere if I can give here one or two extracts from the most informing of the reports sent to me. Encouraging success in Leith.

"One headmaster says :—'I have pleasure in reporting that the library here has been an unqualified success. There are now about 270 volumes on hand, and we are just getting quotations of prices for another supply of about 100 volumes. The library is open to the scholars of the two higher standards, as also to the pupils of the evening school here; and all show an eager interest in the books.' Libraries.

"Another reports :—'The school library is duly appreciated . . . . Since the start we have received contributions of magazines from the outside . . . . The library is a boon. The children appear more robust in thought, and have readier expression; the result, no doubt, of varied and extended reading free from the name of lessons.'

"A third reports :—'The library books have been given to the children in Standard VI. The pupils have eagerly taken advantage of the privilege. The perusal of the books has widened their acquaintance with literature, sharpened their intelligence, and, I trust, implanted a desire for reading after they have left school. The books on travel have stimulated a healthy interest in the geography lessons.'

"In regard to the school museum a fourth headmaster reports :—'The museum has proved a mine of wealth to the teachers, and a great saving in outlay, as a number of lessons in science, &c., are given from the articles contained in it. It has been a great expense and labour getting it together, but it is worth it all.' Museums.

"And a fifth says :—'Regarding the museum, I have to state that the cases are completely furnished with specimens illustrating several of the cereals and other plants used for food and clothing; also articles of common use in their several stages of manufacture. These are found essential towards the successful teaching of object lessons in the lower standards.'

"In two other reports I find the following suggestive notes:—'The contents of the museum are increasing, many contributions being from the 'pupils themselves.' . . . . 'The infant mistress takes much interest in the 'museum of the infant department.'"

I have much pleasure in repeating my complete satisfaction with the loyal co-operation of all the members of my staff in the work of the year.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TABLE I.—Specific Subjects.

No.	Name of Subject.	No. 1. (Dr. Kerr.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 2. (Mr. Scougal.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 3. (Mr. King.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.
1	Mathematics	685	231	53	969	82·3	348	108	16	472	87·3	137	28	8	173	83·2
2	Latin	403	135	40	578	80·4	126	48	13	187	78·6	104	53	19	176	83·5
3	Greek	—	—	1	1	100·	—	—	—	—	—	1	—	—	1	100·
4	French	700	274	155	1,129	85·2	264	86	13	363	84·8	203	75	16	294	87·1
5	German	85	32	5	122	89·3	71	17	—	88	82·9	25	1	2	28	92·8
6	Agriculture	1	1	—	2	100·	64	4	60	128	71·1	89	16	18	123	87·8
7	Domestic Economy	590	387	339	1,316	92·2	346	304	135	785	84·6	148	102	93	343	80·7
8	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9	Light and Heat	11	16	—	27	92·5	—	—	—	—	—	—	—	—	—	—
10	Magnetism and Electricity	33	13	14	60	88·3	38	—	—	38	31·6	—	—	—	—	—
11	Chemistry	48	34	5	87	49·4	—	—	—	—	—	—	—	—	—	—
12	Book-keeping	95	5	3	103	96·1	51	—	—	51	96·0	36	37	—	73	90·4
13	Botany	31	14	0	45	71·1	—	—	—	—	—	25		11	51	96·1
14	Shorthand	108	38	—	146	89·0	29	—	—	29	100·	10		—	11	72·7
15	Wool, &c.	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16	Physiology and Ambulance	—	—	—	—	—	10	1	—	11	81·8	—	—	—	—	—
17	Navigation	—	—	—	—	—	2	1	—	3	33·3	—	—	—	—	—
18	Mensuration	—	—	—	—	—	—	—	—	—	—	3	—	—	3	66·7
	Totals, 1894	2,790	1,180	615	4,585	85·8	1,349	569	237	2,155	83·3	781	328	167	1,276	85·0
	Corresponding totals, 1893	2,521	1,146	577	4,234	82·5	1,207	375	210	1,792	78·3	882	304	187	1,373	79·8

TABLE I.—Specific Subjects—*continued.*

No.	Name of Subject.	No. 4 (Mr. Barrie.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 5. (Mr. Dunn.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.	No. 6 (Mr. Wasket.) Number presented in Stages 1.	2.	3.	Total.	Per-centage passed.
1	Mathematics	196	92	40	328	95·2	337	106	22	470	82·9	216	95	16	327	85·6
2	Latin	199	69	32	300	89·3	386	102	26	553	82·3	185	39	14	238	78·5
3	Greek	2	—	—	2	100·	2	3	1	6	100·	4	2	1	7	100·
4	French	366	155	49	510	91·3	390	135	42	567	88·3	252	126	33	411	72·5
5	German	14	11	4	29	96·5	5	7	7	19	100·	35	4	7	46	97·8
6	Agriculture	567	255	289	1,111	93·3	29	—	1	30	83·3	124	95	46	265	99·5
7	Domestic Economy	419	390	298	1,137	91·5	376	216	124	716	82·0	—	—	—	—	—
8	Animal Physiology	32	13	28	73	100·	—	—	—	—	—	—	—	—	—	—
9	Light and Heat	—	—	—	—	—	24	—	—	24	100·	—	—	—	—	—
10	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
11	Chemistry	24	5	1	30	100·	—	—	—	—	—	6	4	—	10	100·
12	Book-keeping	55	17	4	76	96·0	—	—	—	—	—	19	7	1	27	96·3
13	Botany	—	—	—	—	—	10	3	—	13	100·	35	28	—	63	88·5
14	Shorthand	11	5	5	21	100·	—	—	—	—	—	—	—	—	—	—
15	Wood Work	48	29	17	94	97·9	—	—	—	—	—	—	—	—	—	—
16	Physiology and Ambulance	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
18	Mensuration	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals 1894	1,903	1,040	767	3,710	92·6	1,538	596	223	2,407	84·2	1,189	688	329	2,197	84·2
	Corresponding totals 1893	1,731	1,094	670	3,395	90·8	1,537	468	130	2,135	85·1	1,368	480	329	2,192	84·0

SUMMARIES FOR DIVISION.

Class Subjects.

Class Subject.	Number of Departments.				Approximate Per-centage of Number of Departments.		
	Paid at			Total No. exa-mined.	Paid at		
	2*s.*	1*s.*	0.		2*s.*	1*s.*	0.
English - - - -	694	135	8	837	82·9	16·1	1·0
Geography - - -	742	83	5	830	89·4	10·1	0·6
History - - - -	459	62	4	525	87·4	11·8	0·8
Elementary science - - -	54	5	—	59	91·5	8·5	—
Needlework - - - -	156	5	—	161	96·9	3·1	—

Summary of Results under 19 A., B 1, and E.

—	—	Approximate Per-centage of whole.
Organisation and discipline :—		
Number of departments inspected - - - -	1,006	—
„ „ classed excellent - - -	889	88·3
„ „ „ good - - - -	114	11·3
„ „ „ below good - - -	3	·3
Singing :—		
Number of departments paid at 1*s.* - - - -	807	80·3
„ „ „ 6*d.* - - - -	170	16·9
„ „ receiving no grant - - -	28	2·7
Children under Standard III. :—		
Number of departments classed excellent - - -	281	27·8
„ „ „ good - - - -	673	66·7
„ „ „ fair - - - -	55	5·4
„ „ „ below fair - - -	1	·1
Children over Standard III. :—		
Number of departments classed excellent - - -	127	15·5
„ „ „ good - - - -	604	73·7
„ „ „ fair - - - -	88	10·7
„ „ „ below fair - - -	—	—
Pupil-teachers :—		
Number of pupil-teachers classed good - - - -	325	43·6
„ „ „ fair - - - -	329	44·1
„ „ „ below fair - - -	91	12·2

GENERAL REPORT, *for the Year* 1894, *by* R. OGILVIE, ESQ., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION OF SCOTLAND.

MY LORDS,

I HAVE the honour to present to your Lordships a report of the schools inspected by myself and my colleagues in the Western Division of Scotland.

The limits of the division and the staff of inspectors and assistants remain the same. There has been, as usual, an appreciable rise in the average attendance and a corresponding enlargement of accommodation. In addition to sustained efficiency in elementary work considerable activity has been shown in the direction of secondary and technical subjects. The operation of the equivalent grant, while materially contributing towards the general diffusion of advanced instruction, has served to strengthen the *nexus* between different grades of schools. In some cases the subsidy available from this grant has been utilized in raising the upper departments of superior elementary schools to the rank of higher class schools. Notable instances of schools dealt with in this way are:—Garnethill (Glasgow), Hillhead (Govan), and Kilmarnock Academy.

SUPPLY.

The supply of accommodation keeps fairly approximate pace with the demand. Growing towns are steadily adding new schools and enlargements of existing schools are in most cases readily made as necessity arises. Supply naturally follows rather than anticipates demand, and in centres of rapid growth there are always deficiencies which have to be provided for in the first instance by means of halls and other temporary expedients. Maryhill and Springburn Boards have for some time been pressing for fusion with the Glasgow Board, and in hopes of annexation have allowed supply of a permanent character to fall materially short of the increasing demand.

Along with the progressive increase in the amount of school provision there is year by year a corresponding advance in comfort and suitability. The newer town schools are comparatively uniform in architectural design, and boards are feeling their way towards improved methods of ventilation and heating.

The enterprise of the Glasgow Board furnishes, as usual, a praiseworthy record of work completed or in progress. The following extracts from the property committee's latest returns show in detail what has been achieved or taken in hand during the year:—

"During the year one new school has been completed and opened, viz., Adelphi Terrace School, giving accommodation for 1,321 scholars; and additions to Abbotsford and Springfield Schools, giving accommodation for 731 and 731 respectively, have been opened.

"The new schools at Newlands and St. James's are in a forward state; and so is the addition to Woodside School, and the workshop and gymnasium at Whitehill School. The enlargement of the playground and necessary connections at Rumford Street School are nearly completed, and the same at Bishop Street School are being proceeded with.

"The board have decided to erect schools at Rosemount, Alexandra Parade, and Barony Street (this last to replace the present Martyrs' school); also to make additions to St. George's Road and Keppochhill Schools.

"The temporary school has been removed from Rutherglen Road to ground adjoining the Alexandra Parade site, to provide accommodation in that locality until the present school shall be ready for occupation.

"Small plots of ground adjoining Finnieston and Adelphi Terrace Schools have been acquired for the purpose of extending the playgrounds or of altering or adding to the school buildings.

"Sites have been acquired at Willowbank and at Firpark Street for the erection of schools later on."

Catholic managers, who have to depend for the sinews of war upon private benefactions, are everywhere showing praiseworthy activity in extending and improving accommodation. Springburn Catholic School has been materially enlarged and remodelled in accordance with the most approved principles of school keeping. St. Andrew's Catholic School has undergone a thorough overhaul, and is now brought, so far as alteration was practicable, into line with modern requirements. An important addition has been made to Maryhill Catholic School, and Lambhill Catholic School in the same district has been considerably improved. Specially deserving of notice in the rural portion of my district is the handsome new Catholic school now approaching completion at Kirkintilloch.

Mr. Jolly :—

Continued growth of Govan and Dumbartonshire.

"This district still maintains, in spite of bad trade and trying times, its extraordinary rate of increase in population, especially in Govan, and it takes the school boards and managers along the Clyde all their time to keep pace with the demands made on them for school supply. New premises continue to be erected in different parts; the last being an immense and admirably appointed school in Lorne Street, Govan, with the very latest improvements in educational appliances, including a splendid swimming bath for the use of the schools of the neighbourhood, and showing, at the first inspection, an attendance of above 1,650, and work worthy of the place.

"Other schools of similar size are in process of building, a scholastic palace at Strathbungo being soon to be opened, as well as another in Partick. These premises and their fittings are astonishing and gratifying proofs of the remarkable growth of public sentiment and enlightened liberality in regard to educational questions since the passing of the great Act of 1872."

Dr. Smith :—

"I thought last year that I should have to record comparatively little increase in school supply during the ensuing twelve months. The event has proved otherwise. In spite of industrial troubles, the population and with it the demand for school accommodation has increased considerably. This is partly due to the new development of secondary education, which has everywhere compelled attention to the possibilities and defects of existing schools, but apart from that, there has been in my district a steady increase in the needs of the population. Thus within one parish (Old Monkland) a large school has just been opened at Coatdyke and another is in course of building at Langloan. At Langloan also has been erected a new Catholic school provided with a well-equipped secondary department. The new school at Wishaw, under the Cambusnethan Board, has also been built with a special view to the needs of pupils who remain for higher education, and promises to be one of the best schools—probably the best—in the district in respect of building and arrangement. I am sorry to chronicle one case in which a school board is slow to fulfil its manifest duty. In Bothwell parish the overcrowding in Bellshill School goes on and intensifies; yet no attempt has yet been made to relieve it. This is, however, a matter which must be seen to, and that speedily, as this part of the parish is daily increasing in population and importance. In the denser parts of the district many boards are much handicapped by the old schools which were handed over to them when the Education Act was passed. It was thought that boards were fortunate in getting them for nothing; but excepting where they have been fortunate enough to sell them, the gifts have

proved costly to the recipients. The furniture is mostly out-of-date and in bad condition, and the buildings themselves inconvenient and unadaptable. In the rural parts these inconveniences have not been so severely felt, for there the population is, very generally, decreasing, and a new arrangement of classes will generally prevent over-crowding. But in the industrial centres the pressure and inconvenience make themselves constantly felt, and the question arises, whether it is better to build new schools or improve the old. A short-sighted economy often prescribes the latter course, which proves the most expensive in the end. There are constant repairs and constant additions, while education and health must suffer from the imperfect isolation of the various classes, and the lack of modern conveniences in ventilation, sanitation, desks and equipment."

Mr. Bathgate:—

"During the year the following new buildings have been opened in Glasgow in my district:—A permanent school in Adelphi Terrace for 1,377 scholars; an addition to Springfield School for 776 scholars; and an addition to Abbotsford School for 776 scholars. I believe that no further addition to the school supply in any part of the district is contemplated. The school in Adelphi Terrace is one of the finest erected by the board, and the arrangements, especially those for ventilation, are very instructive.

Mechanical heating and ventilation.

"The most novel and interesting feature in the schools recently erected by the Glasgow Board is the system of ventilation and heating, known as the Plenum system by mechanical propulsion, or as Kay's patent. This system was pretty fully described two years ago in the General Report for the Western Division. It has now been introduced into three large schools, and two additions in my district, and as I have for the first time had the opportunity of testing its operation by means of a prolonged visit of three or four days, I may state the impression that I received of it. In all cases except one the system seemed to regulate the heat very efficiently, securing a temperature of 55° to 61°. The exception was the smallest of the additions, where the openings for admission and exit of the air seemed rather small, and where the engine was not constantly working, so that no objection can be founded on this case, although the air in summer was not sufficiently cooled.

"I do not feel so confident as to the results of the ventilation. In the first of the schools visited the ventilation seemed inadequate, and the air was close and heavy. This was due, I believe, to the fact that the apertures for admission and exit were too small, and that the forcing power of the engine was insufficient. In the second school visited the apertures were larger, the propulsion was more powerful, and the air seemed to be fresh during the whole day. In the third the ventilation seemed good in most of the rooms, but defective in one or two. The fourth case seemed fairly satisfactory, and of the fifth I have already spoken.

"The success of the system seems very considerable. I am not sure that the position of the openings in some rooms secures a current in all parts of the rooms. Moreover, it is admitted that when gas is burning there is a difficulty in carrying the fumes downward to the floor. This is counteracted by an exit opening near the ceiling, but it is a question whether the second opening does not interfere with the first. But I must admit that in one school the air at night seemed very fresh. Any deficiency of propulsion materially interferes with the working of the system, and no relief can be got by opening windows as this destroys the artificial circulation altogether.

"The theoretical objections to the method have some apparent force. The pure warm air which is admitted at openings half-way up the walls rises to the ceiling, crosses the room, and is then driven downward to the exits near the floor. In its downward course it must blow on the heads of the scholars, and as these often sit on graded levels, impurities coming from the higher benches are driven upon the lower benches. Moreover, the natural upward current of the breath of the scholars must raise impure air a certain distance, and this impure air is again driven down to the level of the heads of the scholars. No doubt, when the propulsion of air is strong, the natural upward current may be reduced to a minimum, and impurities in their downward course will be

hurried past the occupants of the room. But I do not feel satisfied that all danger is avoided, and if anything occurs to interfere with the perfect action of the engine there is no natural ventilation to fall back on.

"A system theoretically and practically perfect seems still to be a desideratum. Such a system should, if possible, co-operate with the natural circulation instead of coercing it. This, I think, would be found in a mechanical extraction of impure air from the ceiling combined with the admission of pure and warm air in corresponding quantities at various points near the floor. In such a method difficulties might occur in adjusting the supply to the exhaust, and in regulating the supply of cool air so as to prevent draughts near the floor. But I cannot help thinking that the ultimate solution of the problem lies in this direction."

Mr. Waddell:—

Supply.

"Last year I spoke of what was being done in Muiravonside parish, and I have repeatedly mentioned operations in Falkirk. Both these parishes are again engaged in extending their premises. In the case of Falkirk it is to be regretted that the boards never have had a favourable opportunity—such a one, for example, as occurred at Larbert—of erecting a commodious school *de novo*, with all the completeness which a well-arranged plan can secure. The existing buildings, while neither large enough nor good enough for the growing wants of the place, have always been too good to be absolutely abandoned, and in consequence the Falkirk school supply is rather injured by its somewhat patched and irregular character. In Larbert parish the original plan for rebuilding the village school is now being efficiently completed, and the result, which will double the accommodation, promises to be very satisfactory. Clackmannan and Denny are both at the stage of obtaining sanction for plans which, when carried out, will greatly enlarge and improve existing supply. At Grangemouth an extremely fine new structure is approaching completion. The public schools of Alva and Tillicoultry are both receiving additions which are required in part by the demands of higher education in the county of Clackmannan. In Kilsyth extensive additions and improvements have been made at the academy, but the question of accommodation there is apparently not yet settled. The pretty new buildings at Doune and Glendevon are now in use with much advantage to the respective neighbourhoods. Although the new school in Alloa has been mentioned here already, it would be ungracious not to allude to it once more now that it is opened. A handsomer or more suitable edifice could not be found outside of the great urban centres."

Mr. Boyd:—

"The only important addition to the school supply of Renfrewshire is the new Shawlands Academy, erected by the school board of Eastwood, and opened by the Secretary of the Department in September. It was built for close on 700 scholars, yet there is every indication that it will very soon be found too small. This and other parishes into which the suburbs of Glasgow have extended are steadily increasing in population, and another result of this increase is the resolution of the Cathcart Board to build a large school at Mount Florida.

"Extensive additions are being made to the accommodation at Johnstone, which, when completed, will involve some re-organisation of school work in the town.

"Owing to difficulties regarding a suitable site the school board of Greenock have not made much progress in the matter of the projected new school referred to in last year's report. At Paisley the accommodation cannot be yet said to be abreast of the requirements, while some of it is of an unsatisfactory character. The new grammar school will in a year or two set free the present grammar school buildings for ordinary school purposes, but that does not meet present needs, while the increase of the population has to be kept in view.

"In Argyllshire, except as regards a few of the towns, the population is diminishing, and the problems affecting supply are consequently sometimes of a different character. Occasionally the attendance at a school becomes so

small that it is a question whether or not it should be continued. The school at Port Charlotte in Islay has recently been enlarged and greatly improved. The grammar school at Dunoon is being enlarged, chiefly in the interests of higher education. At Oban arrangements have been made to extend and improve the infant department, but nothing seems to have been yet done as regards the senior school. A school has been opened at Cullipool by the school board of Kilbrandon and Kilchattan, and one is to be started at Carnbaan, on the Glassary side of the Crinan Canal.

"In comparing the list of schools in this district, as its boundaries at present stand, with that, taking the same area, when I came to it nearly 20 years ago, one or two interesting points appear. In Renfrewshire, where the accommodation and attendance have greatly increased, 41 schools have been added to the number then existing, while no fewer than 47 have been discontinued. These were found chiefly in the towns, where the school boards had to avail themselves temporarily of such premises as could be obtained. One has only to recall the appearance and equipment of even the best of these schools to realise how great an advance has been made in so comparatively short a period. In Argyll (including the small portion of Inverness-shire now in my district), where the school boards were necessarily slower in completing their supply after 1872, the list of schools under inspection has been increased by 77, while only 36 have been dropped or superseded.

"The total number of schools and separate departments examined during the year ending 31st September was 342 as against 329 for the previous year. The increase is chiefly in infant departments and in small schools under Article 19 D. (*a*) of the Code.

"It may be added that of the Argyllshire schools no fewer than 83 have an average attendance of 40 or under; and of these, 36 have an average not exceeding 20. Not a few of the smallest are in the less accessible islands or in remote parts of the mainland, and their inspection occupies, of necessity, a good deal of time. This, taken along with the number of schools under Art. 19 D (*a*), some of which have to be visited owing to the extreme difficulty of bringing the children to the principal schools, shows how little relation mere numbers have to the actual work of inspection."

Mr. Marshall :—

"There has been one new school put on the list—Kilbirnie Roman Catholic.

"The Dundonald Board are building a new school in the village, which is much needed, as the old school is fit only for a reading room or a club. The Skelmorlie Board are adding a new department: at present there are only two good rooms, and the small rooms can be utilized for cookery lessons or lavatory. Saltcoats public school has received a suitable addition, and a similar one is much needed in the Ardrossan public school. Dalry West End needs a room for the 1st or 2nd Standards, as the infant school is taught without any subdivision, which gives no solid organisation. The Kilmarnock Burgh Board have secured land, and are proposing to build a purely middle class school; in that case the Academy will become available for ordinary school supply. Two schools under this board—Wellington Street and West Netherton—are still insufficient for permanent accommodation. In Murkirk the Furnace Road public school needs subdivision in the infant department; indeed, another class-room would be better, for the infant school needs three sections, as the 1st Standard is grouped with it. The infant room in the public school is also insufficient; but there the board propose to throw in the room on the north side. The Ayr Burgh school supply is not more than sufficient. The schools in Newton and Wallacetown are full, and Lady Jane Hamilton's is the only one on the south side that has many vacant places. Smith's Institution is not crowded, but then its situation is not so attractive as to induce parents to send their children there. Lady Jane Hamilton's should be made a free school, if the board do not intend to enlarge some of the other schools. Newton Academy needs a new infant department of two or three rooms. Wallacetown has only one room for infants, which gives the teacher no chance; still, there is no room in that school for adequate enlargement. Mauchline public school is now suffering from the want of suitable infant class-rooms. The old parish school was disposed of, and its want is now felt. Another

room is much needed, both for the infants and also for the 3rd Standard. The Irvine Burgh Board, by enlarging London Street and Bank Street schools, have substantially improved the school accommodation. In particular, London Street school has been changed so much during the last few years that it may almost be regarded as a new school. A new school has taken the place of the old one in Newmilns, as the old one had to be pulled down to clear the line of the Darvel Railway. It contains eight rooms, and stands on an elevated site. The Darvel school should receive some improvement; there are nominally three departments, but there are only two suitable rooms. The two others are fit only for serving or cookery rooms. The Cross Roads School (Riccarton) has been improved by a new class-room, which is just small enough; and a gymnasium has been added, but not quite equipped. The Barleith school is now only an infant school, which has very materially simplified the organisation. The school accommodation in Beith is, perhaps, less satisfactory than in any other place of the same importance in North Ayr. The first board made the fatal error of enlarging the old parish school, which is built on a site which should have precluded future enlargement. Four new class rooms were added, and one of these has been sub-divided. The junior school is conducted in a separate building, and there infants I. and II. are taught in four rooms. The 4th is taught in the old parish school, and, indeed, without any sub-division. The school, however, is overcrowded, and at present a temporary hall is utilized. In the upper school extension seems impossible. The erection of a second story is, no doubt, practicable but very undesirable, for the proximity of the teacher's house and the church as well as the steep shelving character of the ground, allow no scope for substantial changes. Indeed, the ground is so limited and broken up that a good set of playgrounds is not to be got. The Dreghorn Public School has been reorganized, and in the infant and 1st Standard rooms the lighting and ventilation have been improved. New pits have been opened in the district, which will render more accommodation necessary. Indeed, at present another department is much desiderated in the interest of the pupils and teachers. There are no corridors, no cloak-rooms, no lavatories; and so the internal arrangements are very inadequate."

Attendance.

The returns for the division show a total increase of 8,313 scholars in average attendance. This rise, so far gratifying in itself, is proportionately distributed over the upper and lower divisions of the schools, and to some extent redeems the falling off in the fourth and higher standards noticed last year. The insignificant addition of 22 examinees in the Ex-6th Standard seems at first sight rather disappointing, but it must be borne in mind that, under the new arrangements, the *élite* of such scholars have found their way into secondary schools, while in several cases large upper departments have been withdrawn from the list of inspected schools.

In an exhaustive return lately submitted to the Glasgow board by Mr. Mitchell, who for 23 continuous years has made this part of the board's work his specialty, it is contended that all the children in the city from 7 to 12 are either on school rolls or reasonably accounted for. The exceptions apply to children who have passed the 5th Standard, or who are permanently infirm, or who, owing to special home circumstances, are exempted, provided they attend an evening school. Children coming under the first and second cases are legitimately and necessarily exempted, and the only question concerns those belonging to the last class. Mr. Mitchell frankly admits that a feeling exists in certain quarters that such exemptions are conceded too freely, but he contends that they are only granted in extreme cases, while no case is entertained till the parent is dealt with by the board and his explanations corroborated by the inquiry of the visiting officers.

It has been customary for the board to take stock, as it were, of the scholars

in attendance as compared with those on the registers on a given day in the month of October. This return was taken on the 10th October, and it is gratifying to find that the record average of 88 per cent. noticed last year is again reached this year. An average obtained by a special effort on a specified day may be taken as a close approximation to the possible attendance at the time. Yet this high level is occasionally maintained or nearly approached for weeks on end. The monthly returns of the board schools showed an average for September and October of 88 and 86 per cent. respectively.

There is no material difference, speaking for Glasgow, in the age at which children are sent to school. The board look upon six years as early enough, and, though giving facilities for enrolment, they do not enforce attendance before that age. The rush to the infant departments when free education was a novelty was only a passing wave. There is, in fact, a perceptible decrease over the various public schools of the city in the number of children under five as compared with the previous year, the figures being 1,408 and 1,576 respectively. So between the ages of five and six out of an estimated total of 13,977 children, only 5,750 are at school. Between six and seven the proportion rises, the corresponding numbers being 11,129 out of 13,458, while from seven up to twelve out of 62,159 as many as 60,228 are on school registers. A gratifying feature of the tabulated results is the upward tendency shown in the enrolment of scholars beyond the age of 12, the aggregate number over all classes of schools being 16,412. These figures include 3,240 over 14.

Half-time scholars still bulk largely in some places, notably in Paisley and the Vale of Leven, but it looks as if another year would see them extinct in Glasgow. The disappearance of this element in a busy city like Glasgow shows that industry and education would alike gain by the abolition of the system.

The usual arrangements have been made during the past year by the Glasgow board to meet the requirements of the Blind and Deaf Mute Act. The blind children are provided for in three ways: 20 are educated and, unless in one case, lodged at the Blind Asylum; 6 in Smyllum Institution, while the remaining 25 are distributed over 8 board schools, and periodically visited and instructed by a specially qualified teacher. Of the deaf mutes, 64 are in Langside Institution, 20 in Smyllum, and 7 in Donaldson's Hospital, Edinburgh, where there is no charge.

Mr. Jolly:—

Half-timers in Dumbartonshire

"In view of the recent fresh agitation arising in regard to the pressing and important question of half-timers in school—more pressing and important than educationists and the public have yet perceived it to be—I beg to renew the appeal made by me four years ago to the school boards in this district affected by this grave question, an appeal which has as yet borne no practical fruit. The populous and energetic Vale of Leven, which lies between Loch Lomond and Dumbartonshire, is the only portion of the district that employs this form of child labour, which is there more in vogue than, perhaps, in any other part of Scotland. This arises greatly, as formerly explained, from the nature of the manufactures carried on there—turkey-red dyeing and calico printing, in which the services of children are not only made available, but are declared to be necessary. From their broken attendances, malodorous garments, frequent physical weariness, and incipient rebellion against scholastic restraint, these [illegible] both work and discipline, having to keep pace, under half their opportunities, with their full-timed compeers. It is simply surprising, notwithstanding these disabilities, how the teachers in these schools secure the tone, tidiness, and

results which they yearly achieve, and for which they cannot be sufficiently honoured."

Dr. Smith :—

"In Lanarkshire school attendance is as much affected by industrial as by educational influences. Whole populations appear and vanish with equal suddenness according to the demands of labour, and even temporary variations of prosperity affect the numbers at school. They affect these, however, in unexpected ways. The recent coal strike had the surprising result of rather increasing than diminishing the attendance, and making it more regular. In the day schools this was due to the attraction of the soup kitchens, which were almost everywhere established in connexion with the schools. The children regarded the education as the price they paid for the food. But there were also several successful evening schools during the continuance of the strike. These owed their existence largely to *ennui*. The men grew tired of lounging about all day, especially as their empty pockets made their ordinary amusement and indulgences impossible to them, and for once all welcomed the invitation to study. The shrewder teachers, especially the Catholic managers who come into most direct contact with the working classes, were not slow to take advantage of this. They formed their schools promptly, and by making their teaching entertaining as well as instructive, succeeded in maintaining large classes. On the other the after-effects of the privations then endured have had an injurious effect on attendance. There has been much illness, including local epidemics of infectious disease, which have necessitated the closing of some schools for longer or shorter periods, and in all have caused considerable irregularity, which will, I fear, affect the results at the annual inspection."

Mr. Boyd :—

"The number of children present at the annual inspection during the year was 49,968, with an average attendance of 44,724. The numbers for the preceding year were 48,476, and 43,742. These figures may require a little correction as in both years a few schools were not visited, but they are sufficiently near complete accuracy to form a good basis of comparison.

"In the matter of regularity, some of the Renfrewshire towns have reached a very satisfactory position, and throughout the country generally, though constant care is required, I do not hear much complaint on the subject. In Argyll also, while there are parishes where little is done to secure regularity, the general tendency is upward. The interest sometimes taken in this matter by the chairmen and members of school boards, is worthy of hearty recognition, and such interest is never without gratifying results. At the inspection of the five schools in Kilfinan parish in May last, only one scholar on the rolls was absent, and there was a near approach to this in Killean and Kilchenzie, and one or two other parishes. Such a high standard of course, could not be maintained, but it was met to be a very fair indication of the general state of matters. I have found cases, however, in which attendance on the inspection day was supposed by some parents to atone for very considerable laxity throughout the year.

"As in all districts, school attendance is occasionally interrupted by epidemics, which spread over a pretty wide area. I have had on more than one occasion to refer to the frequency of these in Argyllshire, due, as I had good authority for believing, to the generally insanitary state of villages, or, not seldom, to the want of good drinking water for the scholars. As far as I have observed, these outbreaks are becoming less frequent, owing, no doubt, to the reforms which the medical and sanitary officers of the County Council are gradually effecting. I should like to see a proper supply of water added to the preliminary conditions of grant in Article 17 of the Code.

"The question as to closing schools when an epidemic breaks out gives rise, now and then, to difficulty and difference of opinion. In Renfrewshire, schools are closed only on the authority of the medical officer of the county (or burgh), but in Argyll (except in the burghs), this is not practicable. In his last report to the county council, Dr. McNeill, the medical officer for Argyllshire, refers, however, to this subject, and commends to the attention of school

boards and teachers, as well as to local sanitary authorities, part of an important memorandum, which he quotes, by Dr. Thorne of the Local Government Board, where it is fully discussed. I cannot but hope that the recommendations will receive due attention."

The following short extracts may not inappropriately be reproduced here:—

"The failure of carefully considered measures of exclusion to stay the spread of an epidemic which shows a special incidence upon school children, may be regarded as pointing to the continued attendance at school of children with the prevalent disease in a mild or unrecognised form, and a strong case will appear for the closing of schools. . . . . In sparsely populated rural districts, where the children of different households, or of separate hamlets rarely meet except at, or their way to, the village school, the closing of the school is likely to be effectual in checking the spread of disease. It is less likely to be useful in a town or compact village (particularly where houses are sublet and yards are in common), where the children of different households, when not at school, spend their time in playing together, and often run in and out of each other's houses. But it must be remembered that children when at play out of doors are brought into much less close association with each other than when in school.

"In rural districts, where epidemic diseases are less frequently prevalent, school closing may be required as an exceptional measure to meet an exceptional state of things. As regards more populous places, it must not be forgotten that if schools were to be closed whenever an infectious disease was prevalent, there are many places where schools would hardly ever be open."

"The number of scholars attending half-time, though smaller than formerly, owing to the advance in the age at which they may be employed in factories, is still considerable in various parts of Renfrewshire. Where they are most numerous, separate schools, of which the one in connexion with Ferguslie Thread Works in Paisley continues to be by far the best example, are set apart for their education. It is much to be desired that teachers, in giving certificates to young people with a view to their half-time employment, should see what they are really called on to certify, as trouble to all concerned is frequently caused by a disregard of the definite regulation on the point. Cases have been brought under my notice in which great carelessness, at the least, had been shown."

Mr. Waddell:—

Attendance. "The figures for attendance are as follows, those for last year being added in brackets:—

"On register	-	-	30,787 (30,510)+277+(372)
"Present at inspection	-	-	28,675 (28,211)+464+(249)
"In average attendance	-	-	25,637 (24,954)+683+(731)

"The tendency is slightly but steadily upward, and the increase is greatest where it is most valuable. Nor can it be questioned that the commutation of fees has contributed to the result. As illustrating how this may happen, in unlooked-for ways, it may be mentioned that during the recent disastrous strike the attendance at schools in the coal regions, where under the fee system a serious falling away must have occurred, was steadily maintained. Parents had no payment to make, and as from poverty they did not need their children to run errands to shops, while in some cases the schools provided breakfast, the stimulus to regularity was considerable. Let us now see how the increase is distributed:—

"Average attendance in	Sts. IV.—Ex. VI.	-	8,307	(8,171)+136 (+ 4)
" "	Infants—St. III.	-	17,067	(16,782)+285 (+764)
"Present at inspection	- Ex. VI.	-	596	(589)+ 7 (— 13)
" "	- St. VI.	-	1,389	(1,306)+ 83 (— 95)
" "	- Sts. IV.–VI.		7,999	(7,828)+171 (—113)
" "	- Sts. I.–III.	-	11,502	(11,314)+188 (+ 69)
" "	- Infants	-	8,561	8,518 + 43 (+344)

"Here the figures are compared with those of last year, and there can be no doubt that the result for the present year is the more satisfactory. A year ago there was actually a deficit in the upper half of the school, this year the

advance affects all classes, though with a relative diminution in the lowest. I we may venture to speculate where the change is so abrupt and the totals are comparatively trifling we might surmise that the impetus given to the junior classes by the commutation of fees has nearly reached its limit, and that the effect is now spreading upwards. Possibly we may also trace the action of the merit certificate in the senior classes. But, after all, another year's figures might upset such conclusions, and leave us to conjecture whether variations in the demand for juvenile labour may not be a powerful factor in the movement. Where the increase is so moderate one has to think a moment before being able to explain the activity which prevails in adding to accommodation. Part of that activity represents improvement rather than addition; the remainder must trace its cause as much to the shifting as to the increase of population.

"A further fall has occurred in the claim made for additional attendances under Art. 23. The figures are—

"1891–92	-	-	Schools	47,	scholars	832,	attendances 67,302
"1892–93	-	-	„	28	„	534	„ 42,192
"1893–94	-	-	„	26	„	446	„ 34,776

"These last numbers probably represent those schools alone to which a small additional grant is of real importance, and whose pupils are drawn from a wide area."

Mr. Harvey :—

"Attendance is not much better in the rural districts than formerly. Some of the boards have made an effort, and have partially succeeded in securing passable attendance, and there seems to be indications in others of rousing themselves from absolute apathy. The old notion of a few months' instruction in winter being sufficient is still very strong. Continuous and firm pressure is required to break down these antiquated ideas. Unfortunately firmness in dealing with the question is conspicuous by its absence in country districts. Landowners and farmers are secretly (in some cases avowedly) of opinion that labourers' children are better employed in driving carts and delving gardens than in mastering the mysteries of arithmetic and grammar. They seem to forget that these young rustics have quite as good brains as their own children and that they are not merely labour machines. The half-time labour allowance in rural districts should, I think, be repealed. It merely serves as an excuse for parents and employers taking children often (who have passed III.) away from school at any time that suits them. Even younger pupils are treated as half-timers.

"I noticed in one school that a smart boy (nine years of age) had only made 200 attendances. On asking the reason I was told that the boy had been employed as a beater of game during the autumn months, although his parents were by no means in poor circumstances. Another lad of the same class had virtually to learn up the whole work of Standard V. in the months of January, February, and March. In order to secure a pass he had, of course, to work at high pressure. Why should parents and employers be allowed to ill-treat young children in this way? When the nation pays for the education of these pupils it has a right to demand that the few years of school-life should be left entirely free for education, and should be protected from the demands of greed and selfishness."

Teaching Staff.

The supply of teachers, so far as they are drawn from the training colleges and the universities, is very satisfactory in quality, but in amount a long way deficient. The supply of male teachers through any channel has come to be a question of serious moment. The training colleges in view of the increasing demand have opened their doors wider and provided for a material addition to the number of female students. The new Catholic training college about to be opened supplies a long-felt want in Glasgow. Admission to the training colleges in the case of

female candidates, owing to the pressure of numbers, is a matter of competitive trial, and more than half of those qualified are doomed to disappointment. All qualified male candidates, owing to the paucity of applicants, are admitted as a matter of course. The bulk of the male students—and the females are beginning to follow suit—combine university attendance with normal training. Such students usually complete their university studies during their first year or two of teaching and finally take the M.A. degree. There is, as usual, a sprinkling of graduates who take to teaching as a profession and obtain the certificate under the provisions of Art. 47, II. (*a*.). Side by side with this efficient means of supply is an equally large contingent of acting teachers, most of whom enter the profession without special claims to scholarship and without having undergone any systematic course of training. The growing predominance of this untrained element is a matter calling for remedy. If the teacher is in any real sense the school, we cannot regard our educational system with complacency so long as a moiety of the staff is recruited in this way.

The following figures show the number of pupil-teachers paid for at the various rates :—

Total Number examined.	Paid at the Rate of			
	60*s*.	40*s*.	20*s*.	0.
1,381	468	643	18	252
Approximate per-centage under each rate - - - -	33·8	46·5	1·3	18·2

The figures show a slight increase in the number of pupil-teachers examined, and the papers worked appear to maintain the creditable level of the previous year, but the introduction in the last quarter of a new scale of payment differing in the several years of the apprenticeship precludes the possibility of exact comparison. As a material reform of the pupil-teacher system is understood to be engaging attention, I content myself with quoting the laudable example set by the Glasgow board of providing for the instruction of pupil-teachers during the day, an arrangement which carries with it a welcome relief from the strain of a long day's teaching.

Mr. Bathgate :—

Training of teachers.

"The proportion of trained to untrained certificated teachers remains very much the same as last year in the public schools in Glasgow and the adjacent parishes. In Glasgow there are 26 trained to one untrained teacher, in the other parishes about five to two. The proportion of trained teachers in the Roman Catholic schools has considerably increased, and now amounts to five-ninths of the certificated staff; and I have no doubt that when the new training college has had time to do its work the proportion and quality of the certificated staff will rise very decidedly. I feel more than ever convinced of the importance of training, such training as will secure intelligence of method and rigid attention to detail. More of it rather than less should be had in training colleges. It seems to me that the present desiderata for an advance in education are such a thoroughly trained staff, smaller classes in the higher standards, and the inclusion of the sixth in the compulsory standards, so as to give time to mould the character and mind of the scholars.

Pupil-teachers.

"The instruction of pupil-teachers seems to be making fair progress, especially in view of the greater stringency of the examinations which they

undergo. There are fewer failures at the annual examinations, and the numbers earning the higher grant are well maintained. The Pupil-Teachers' Institute of the Glasgow School Board is doing good work, and there is a distinct improvement in the more advanced subjects, such as Latin and mathematics; the papers written by the girls in French and Alegebra are also decidedly hopeful. I regret that I cannot report a similar progress among Roman Catholic pupil-teachers. The central classes provided for them do not appear to be sufficiently organised and developed, and the instruction by headmasters and mistresses varies so much in efficiency as to be almost a chapter of accidents."

Mr. Boyd:—

"The demand for certificated and fully trained teachers continues to be in excess of the supply. For the more attractive and better paid situations there are, of, course, numerous candidates; but advertisements of other vacancies sometimes fail to call forth any application which can be entertained. Managers are therefore constrained to employ ex-pupil teachers, who, on their part, would be glad to avail themselves of normal college training if they had the opportunity. The notion that one kind of teacher is as good as another does not now find much favour.

"The number of pupil-teachers shows some increase from the previous year, but there is not much advance in efficiency. Managers and teachers, especially in the more populous localities, are, however showing, not too soon, greater care in the selection of candidates, and greater concern regarding their instruction after their engagement. This is, in almost all cases, in the hands of the teachers of their own schools, but the School Board of Paisley, in view of the unsatisfactory results of the scholarship examination in July, have resolved to give a trial to a modified form of the central system.

"The scarcity of boy candidates seems to be rather increasing than otherwise, the office not being to all appearances sufficiently attractive. The amount of wearing work both in school and in his own studies, no doubt, makes the pupil-teacher's life harder than that of most young people of the same age in other employments. Probably the number of hours in which pupil-teachers are occupied in teaching might, in the first two years of their service at least, be reduced. I have also a clear impression that in view of the recent advance in the requirements the minimum time prescribed for their instruction is too short.

"An experienced colleague, whose opinion is entitled to much weight, has complained that in selecting candidates little attention is paid to their aptitude for teaching. This is, no doubt, an important point, but I fear the chief difficulty is in their not being *taught* their work during their apprenticeship. In too many cases they seem to be allowed to pick up their ideas and methods of teaching as they best can, such aptitude as they possess not being properly guided or developed. I must say also that, as far as my observation has gone, failures have been more frequently due to want of attention to their studies than to any innate incapacity for teaching."

Mr. Waddell:—

"Last year I observed that the female certificated teachers in the district had for the first time exceeded the males in number. The excess was 17; this year it is 21. We need not at once infer from this that men are in any way withdrawing from the work of teaching. Such a tendency may exist, but I rather think that the explanation of the change is another and a very simple one. The demands of the sewing schedule make it necessary to strengthen the female side of the staff, whether managers would desire to do that on other grounds or not. No doubt the difficulty might be met by the employment of non-certificated sewing teachers; but it is only in very rare cases that such a course is adopted. It will be a curious and not altogether a desirable thing if the requirements of needlework, cookery, and kindred branches should end in upsetting the natural balance of the profession. Against sewing mistresses as a separate part of the staff many managers appear to entertain a

Staff.

prejudice. There seems to be an idea that they form a costly experiment. There is also a feeling that to transfer the girls of each class in successive hours to a different and untrained teacher is less satisfactory than to have them taught all branches by the teacher to whom they are accustomed. And yet this feeling is coincident with a further increase of untrained teachers in the ordinary work of the school. The numbers in three successive years have been 73, 91, 106."

Mr. Harvey :—

Pupil-teachers.

"The pupil-teacher question is assuming a somewhat aggravated form since greater demands have been made on their intellectual attainments. It is becoming more and more difficult for a pupil-teacher in a rural school to write a satisfactory paper. His introductory education is too limited, and the demands on his time are too great, to allow him to reach a satisfactory standard. The consequence is that he has always to contend with a sense of failure, and either quits his profession in disgust or finds himself debarred from a normal course of instruction, and has to content himself at the best with entering the ranks as an acting teacher."

Standard of Instruction.

Of the scholars on the registers of schools inspected during the past year—

311,871 were present at inspection.
274,696 were in average attendance.
220,300 were presented in and under Standard III.
84,133 were presented in Standards IV.–VI.
6,812 were presented in Ex-Standard VI.

A comparison of these figures with those of last year shows—

——	Present at Inspection.	Average Attendance.	Examined in Ex-Standard VI.
1892–93	302,616	266,383	6,790
1893–94	311,871	274,696	6,812
Increase -	9,255	8,313	22

The following figures show the results of examination in and under Standard III., and for the sake of comparison the results of the preceding year are placed alongside :—

——	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1893–4	441	733	12	0
1892–3	366	776	43	0

The following are the results in Standards IV.–VI. :—

—	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1893–4	170	780	96	1
1892–3	140	797	104	0

New Code.

The new Code has ushered in a period of calm. It has secured, for the first time in the history of Codes, almost complete immunity from criticism. Apart from its financial provisions, which have justified the most sanguine forecasts, its leading principle lies in the substitution of the class for the individual as the unit of the measure of efficiency. This principle, simple as it is in itself, has placed instruction on broader and more expansive lines. It has given free play to willing talent, and quickened the general pace without forcing dullards faster than nature intended. There is little doubt that the specific subjects, which still involve the temptation to produce a maximum of minimum results, would gain in elasticity and breadth if they were treated in the same way. The change would at any rate facilitate the process of examination. In dealing with a class of, say, a hundred in French, or Latin, or mathematics, it is as difficult to determine whether each examinee reaches, or falls below, a certain minimum level as it would be easy to arrive at a conclusion as to whether the instruction as a whole is excellent, or good, or indifferent.

Tabulated results.

The statistics bearing on the elementary subjects furnish trustworthy evidence of the general quality of the instruction. They are based on results which have been weighed rather than measured, and involve an estimate of intelligent methods and educative effect. There seems every reason to be pleased with the year's record, and it is gratifying to note that, as compared with the previous year, the figures show a distinct upward tendency. There is a creditable rise in the number of departments classed as "excellent," and an appreciable decrease in the number falling below "good." The senior divisions, owing to the more complex elements involved in the upper work, naturally advance at a slower pace than the junior, but it is deserving of notice that the ratio of increase in the "excellent" grade is this year almost identical in both divisions.

Reading.

Reading, though variously commented on, is receiving increased attention, and is further benefited by the lavish variety of reading material. In the bulk of the Glasgow schools, and the same may be said of the better type of schools elsewhere, the results, even as tested by reading at sight from a newspaper, are surprisingly good. The growing profusion of illustrated books and magazines is fostering a taste for home reading, and there is little doubt that, notwithstanding the curtailment of school life, a much larger number of pupils than heretofore can on leaving school read with facility and intelligence the simpler periodical literature of the day.

Writing.

Writing, in respect of caligraphy, is making undoubted progress, and the number of schools in which it is unsatisfactory is perceptibly diminishing. Continuity of style, in an easily read and rapidly written system, prevails in most of the schools in my own district. The use of headline copybooks, though not superseded, is largely supplemented by

blackboard illustration. Improvement is most marked in schools where the upright or Civil Service method has been adopted. This system, if not exaggerated, deserves encouragement, and, judging from the speed with which it is spreading, it seems destined to prevail in the battle of styles. Its regular spacing, continuous join, and simpler stroke conduce to uniformity, neatness, legibility, and rapidity of execution. The success of this method, as tested by the results achieved and the comparative ease with which they have been produced, is beyond question.

Spelling.

Spelling has all along received its due share of attention, and in average schools it may be said to maintain a level of accuracy sufficient for solid educational and practical purposes. But while the results are satisfactory, there is little doubt that the processes by which they are secured might often be facilitated by greater attention to word-building and more frequent blackboard instruction. Teachers of weaker capacity are apt to forget that spelling is more a matter of the eye than the ear, and are often found resorting to the monotonous repetition of the test words appended to the reading lesson.

Composition.

Composition, though distinctly progressing, cannot be said to have kept pace with the advance in reading and writing. This is hardly to be wondered at considering the inherent difficulties of the subject. The composition exercise requires a pretty full vocabulary, and a tolerable amount of knowledge, gleaned for the most part from reading and observation. Where these conditions are present, as in large town schools, and here and there in rural schools, the essays are wonderfully good alike in matter and fluency of expression. In average schools the results may be said to be respectable, and the exercises are for the most part neatly executed. In indifferent schools, apart from poverty of language and thought, there is only the rudest knowledge of sentence formation, and punctuation is left to chance.

It is satisfactory to notice that in schools of any pretension composition is now commenced at an earlier stage, and more often proceeds on definitely planned lines. What is further required is more teaching as distinguished from formal practice, especially more blackboard exposition of the construction and logical bearing of sentences. The reading lesson should likewise be utilised for practice in changing an active rendering into a passive or a phrase into an equivalent sentence, and *vice versâ*, as also for noting such turns of expression as might fitly serve for imitation.

Arithmetic.

Arithmetic has always been creditably accurate even in mediocre schools, and it is satisfactory to find a progressive tendency in other directions. There is an increase in the number of problems correctly solved, and a better grasp of the principles underlying the rules. Rapidity of calculation is often carried to great proficiency in the initiatory standards, especially in the Glasgow schools. The value of this element is enhanced by its efficacy in driving out fingering and other slovenly artifices, which still cling to indifferent schools, and are as inveterate as they are variable.

Mental arithmetic.

Mental arithmetic is beginning to be better understood. The notion that it is chiefly useful for the rapid computation by mechanical methods of scores and hundreds of articles at so much each, and the like, is giving place to the broader view which makes it the rational complement of the slate work, and extends its application to intelligent and shortened solutions generally, with accompanying explanation of the process.

Infant departments.

The infant departments now attached to most of the larger and better organised schools, leave, for the most part, little to be desired. The instruction is carried on under the most favourable conditions. The walls are hung with more or less interesting pictures, and there is usually a sufficient supply of materials for object lessons. The teachers are, as a rule, skilful and sympathetic, and often full of resource in devising and varying amusements. The post of head mistress, it may be remarked, owing to its comparatively liberal remuneration, commands the best talent, and is a coveted step of promotion. The prominent feature of the instruction is its underlying concern for the children's happiness. It is sufficiently solid to ensure progress, but sufficiently varied with recreative exercises to banish weariness. The children sing their songs and enter into their pastimes with a zest which gives an impetus to work, and makes school life a pleasure.

Merit certificate.

The merit certificate is steadily growing in favour, and there is year by year a material increase in the number of examinees. The Glasgow Board has lately accentuated its importance by making it a requirement in all the schools participating in the burgh equivalent grant.

Mr. Jolly:—

The quality of the work in Govan and Dumbarton still rising.

"The high opinion formerly expressed by me, and more strongly last year, regarding the character of the work carried on in the schools in this district, I have again the greatest pleasure in emphasising. It is delightful, in most cases, to examine the classes, and to note the increasing grasp, in perception and practice, of the higher purposes and ends of education—the rising skill in the application of the best methods, the deepening charm of aiding in the intellectual and moral development of the young, the growing ease in the production of desirable effects, from the yearly accumulating sense of power in the pupils, who are passing through such truly educative training; the general gratifying abandonment of the lifeless and depressing pursuit of mere paying results, and a gradual and well-considered extension, in breadth and depth, of the field traversed, and in the quality and quantity of the work successfully accomplished and confidently presented.

The subjects included in this advance.

"This advance, in both line and column, includes many of the new subjects of the most recent Code.

"Object lessons, Kindergarten work, both of these over a wide field, and English composition, as frequently explained in former reports, have been taught not only in the infant room, but in all the lower standards, and in many schools, and these in growing numbers throughout in all the classes up to the highest, in a graduated and systematic course of instruction and training, of which the programmes presented are noteworthy and educative, and all this has been done in schools in the poorer localities of our towns, including poverty-stricken Roman Catholic cases, some of which triumphantly win the highest grants right through the Code."

Mr. Bathgate:—

Grants.

"The efficiency of elementary instruction as estimated for the departments of the schools shows satisfactory progress. It is true that the proportion of excellent marks given to junior departments is somewhat lower than last year. The figures are 20 excellent, 42 good, 1 fair, the corresponding figures for last year being 25, 33, and 2. But the highest award is more frequently given in the senior departments, which are classified as 14 excellent, 40 good, 2 fair; the figures for last year were:—10, 41, 3. The improvement in the higher classes is due to better arrangements, and in some cases to a more liberal allowance of staff. In the junior departments the work, which is in itself of a somewhat easier kind, has perhaps been rather more strictly assessed.

"I observe that we have examined 2,990 scholars individually in the 5th Standard. Of these, 2,452 have obtained certificates of a full pass. There pass in reading 2,933, in writing 2,678, and in arithmetic 2,701.

Reading. "Although the failures in reading are few, there is still less accuracy and fluency than there should be, and in too many cases modulation and phrasing are neglected. These faults could be largely amended by model reading and rigid care on the part of the teacher, insisting on the correction of the slightest mistakes, and on the audible spelling and syllabling of words by the pupil. The scholar is still too often allowed to waste much time staring at an unknown word till he is prompted by the class or the teacher; he should be taught to help himself. It is strange that so near the end of the century one should need to repeat such truisms of method; but there are still unfortunately some half-trained teachers—and some unduly large classes. Some characteristic faults in the district are: the mutilation of final syllables, and especially the conversion of final *d* into *t*; the slurring over of intermediate consonants, and the omission of sibilants. Occasionally in words like *English* and *first* a phonetic but un-English pronunciation is taught by the teacher. Unseen reading is creditably performed. In some cases the second set of books in the junior classes, consists of geographical or historical readers, which are monotonous in subject and contain too many difficult words and proper names. These premature attempts to do the work of the teacher in class subjects are objectionable.

Writing. "Writing continues to improve, and the introduction of uniform systems, such as the 'Vere Foster' and the 'Civil Service' style is generally an advantage. Some points of method are still neglected. The frequent raising of the pen during the dictation exercise, prevents reasonable speed from being attained, and is inconsistent with the style of writing recently referred to above, and introduced into most of the schools. Speed is also hindered by a vicious method of grasping the pen, on which the forefinger only rests while the other fingers are pressed into the palm of the hand; this fault is much too common. There is a so-called 'Improved Civil Service Style' which is, I think, objectionable. In this style the interspacing of the letters is too wide, while the elements of the letters are so much crowded together as to prevent accurate formation. Slate-writing is generally excellent; but mistakes of spelling in transcription are too common, showing that the eye requires to be trained in accuracy.

Composition. "Composition is generally better taught than it used to be. Preliminary exercises in the junior classes make apparent cases of incapacity to be very rare. There are still, however, more failures in this subject than in reading or arithmetic. These failures could still further be reduced by insisting at each stage on the mastery of the new features introduced. Thus even in the 3rd Standard it might be taught that no sentence should have two subjects, and the use of the comma could easily be made clear to the scholars. In the 5th Standard in poor neighbourhoods, a simple style of sentence-making should be cultivated. In the 6th the composition lesson should more frequently include as a necessary part the preliminary sketch of a subject to secure such features as general description and enumeration of parts.

Arithmetic. "Arithmetic is, as a rule, very accurately taught. In the junior standards methods that can be called mental, have generally expelled visible or mechanical aids. The work of the 6th Standard shows very satisfactory progress, but in cases where this standard includes two or three separate classes, it is rare to find them abreast of each other in excellence of method. This is a point which should be attended to by headmasters. In the 5th Standard practice and proportion are very well done; but bills of parcels involving some preliminary manipulation in the items, too often prove a stumbling-block.

"Many schools show satisfactory progress in mental arithmetic; others unfortunately lag behind.

Merit certificate. "For the merit certificate I have examined 94 candidates. Those represent a large proportion of the schools outside of Glasgow. Within the city, candidates were presented at two schools; I understand that the subject of presentation is still under the consideration of the School Board. The certificate has been treated as mainly a proof of thorough mastery of the elementary subjects; and one of the best classes presented for it was in a small rural school where the six standards were taught by a master without assistance. Failures have been due to want of reasonable revision in the work of previous years, or to the undue diversion of the attention of the scholars from primary to secondary subjects."

Dr. Smith :—

"Reading now forms everywhere the first step in education, while the alphabet and spelling are relegated to a more advanced stage. The immediate gain is undeniable. The child's attention is directed to symbols whose sounds are the names of familiar objects, instead of to symbols whose sounds convey no meaning to him whatever. At the same time this 'look-and-say' method, though convenient as at once laying hold on the child's intelligence, cannot advantageously be carried very far. In its almost Chinese preference for words to letters, it causes finally a greater strain on the memory, and prevents a really intelligent grasp of the formation of the language. In teaching the two letter words, no difficulty arises, because there is but little similarity in the sounds; but even in words of only three letters, confusion comes, when the alteration of the final letter (often slurred over by the pupil in pronunciation) implies a great difference in meaning. However clearly the teacher may articulate, there will always be in a large class—and most of our infant classes are large—some who are too dull or too lazy to differentiate between sounds which bear any degree of similarity. I approve of the 'look-and-say' method, nevertheless in the earliest stage of education, because it succeeds in fixing the attention of the children, but it must not be forgotten that while it causes an apparent quickness in the infant-room, it produces an apparent slowness of progress, if not an absolute standstill, in the early standards when spelling is insisted on, that affect unjustly—unjustly whether favourably or the reverse—the credit of both teacher and pupil. Reading.

"Another of those 'helps to read' which may be carried too far, is the lavish use of pictures, which the energy of competing firms is developing to a considerable point of artistic perfection. The art, indeed, is occasionally apt to distract the child's mind from the main purpose of the book, which is, after all, to teach reading; at the best he reads the picture rather than the word, and when he elsewhere meets the letter-press apart from the illustration, it conveys no meaning to his eye or mind. In fact, the intention, wholly good and commendable in itself, of making the first steps in education easy and attractive to children is in some danger of being carried too far, and education itself made to depend on extraneous props to such an extent that no demand is made on the memory and intelligence, with the result that when the props are taken away, as in the further stages of instruction they must be, the whole foundation, so easily built and apparently so sound, is liable to topple down.

"With regard to writing, we are in the midst of a contest of styles. The old method of holding the pen and sitting at the desk, once considered essential to good writing, has been greatly modified, and habits which to an old writing-master would have seemed slouching, careless, and unsatisfactory to the last degree, are tolerated and even encouraged. The angular 'Italian hand' formerly affected by ladies, has disappeared, unregretted—for though graceful and legible during school-days, it was apt to become scrawly and untidy in after-life—and there is no longer a different treatment doled out to the two sexes, at least in the matter of caligraphy. Of the various competing styles of writing, the running round hand known as the 'Civil Service' is the most popular, though the 'upright' style has its supporters. The first of these, keeping a medium course between straight and angular, is probably the best adapted for laying the foundation of a clear and easy hand, to be modified in after-life by occupation and individuality. Any attempt absolutely to form a style of writing in childhood incurs the danger of fixing a mannerism which will develop into an illegible scribble when the eye of the teacher is removed, and speed rather than careful formation of the letters is sought after. Writing.

"In arithmetic I have to note a general improvement in the method of setting down the answers, implying, I think, a clearer comprehension of the principles underlying the questions. I do not mean that we have got rid of errors, but mere inaccuracies in working, while reprehensible enough, do not inevitably show lack of knowledge of arithmetical science. But I have occasionally met with blunders so hopelessly irrational that it was evident that the pupil had no notion either of the meaning of the question or of the means by which a solution might be attained. These blunders are now vanishing—a satisfactory proof of a better method of teaching. In many schools the metric system is now being taught, and in a fashion that promises to give Arithmetic.

children a more practical knowledge of it than they ever had of the old. Mere 'tables' of the measures of capacity and length are not regarded as sufficient for instruction, but I find diagrams showing the actual sizes and proportions of the various measures. Difficult as it undoubtedly is to change a familiar system for a new one, however good, I think such a change will be largely facilitated by the instruction in the metric system which our children are receiving now."

Mr. Marshall :—

Composition.

"Composition remains in the same unsatisfactory state, and no improvement is possible until the subject is begun in the 3rd and 4th. The preparatory sentence building in the former standards gives only the simple sentence, but it does not show the art of grouping; besides, oral composition will never show a pupil how to form a paragraph. Materially, the composition suffers from the pupil's inadequate fund of ideas, and formally it suffers from the one-sidedness of ths school method. The object knowledge should be utilised in the way of descriptions, and the fables and tales in the way of narration. But so long as the memorial reproduction is the only end aimed at in the exercise, so long the pupil's work will be insufficient, because there is no play given to any power except the retentive; his fancy is trammelled by the necessity of giving back a literal transcript. It is not the office of composition to give encyclopædic knowledge, but it is well fitted to extend, correct, and intensify the pupil's information. When the teacher gives the heads of a subject, he should be able to contribute something valuable and interesting, and these summaries should cover the whole field of knowledge; indeed, what even is read should also be the subject of composition, for there should be more discretion used in the choice of the read matter and only what is interesting and instructive taken up. On the other hand, composition should enlarge the pupil's vocabulary and teach him to use simple, pure, and representative words. His sentences are often incomplete, especially the so-called complex sentence, and where he adds clause to clause he often gives no logical sequence. The position of his words is seldom rhythmical, and his grouping is often loose."

Mr. Waddell :—

Results of the standard instruction.

"The standard of efficiency in the ordinary branches may be so far estimated from the following evidence:—

"Senior classes=excellent	—1891–2,	17;	1892–3,	15;	1893–4,	14.
,,	good	,,	67;	,,	82;	,,	84.
,,	fair	,,	50;	,,	34;	,,	35.
"Junior classes=excellent		,,	40;	,,	44;	,,	51.
,,	good	,,	93;	,,	97;	,,	98.
,,	fair	,,	21;	,,	11;	,,	9.

"While everyone is agreed that the difficulty of the teacher's task increases seriously with the advance from standard to standard, the contrast between the results in the two divisions of the school, as here given, is somewhat greater than I should have either expected or desired. To whatever it may be due it is not due to any inferiority either of zeal, of application, or of ability in the case of the teachers of the senior classes. To what, then, may the difference be referred? Mainly to two causes. One of these is that the average age of pupils in the junior division is increasing now that freedom of classification prevails. The effect of this freedom recalls to my mind what used to occur years ago in the Heriot Schools at Edinburgh. As these schools claimed no grant they were not tied down like other schools by the age rules which then governed presentation. Accordingly, the Inspector found in Standard I. a considerable proportion of pupils ranging freely between the ages of 8 and 13, and the work of these pupils was such that the reports on the Heriot infant schools became practically a series of eulogies. No doubt that seemed very satisfactory. But was it after all better for children of 13 to leave school with a perfect command of full text writing upon slates, or with a moderate command of half text upon paper—with a complete mastery of adding

hundreds, or with a fair capacity for multiplying tens of thousands? The other cause is that the paper exercises, which play a conspicuous part in the examination of the senior classes, form a powerful check upon the general impression which the examiner is predisposed to receive from what he observes in the school. The children are attentive and busy, the oral subjects go off with considerable effect, and the Inspector travels home with pleasant recollections of what he has seen. But '*litera scripta manet*.' He finds after careful revision that (we shall say) Standard IV. has an average of three errors of spelling, and that the correct sums in Standards V. and VI. do not much exceed 50 per cent. Is it possible for him to give the highest award there? In the junior division the test is more a 'class,' and less an individual, one; that is, it is more vague and less thorough. The writing and figuring look neatly formed, and the errors, as the slates are perused, do not appear very numerous. The examiner minutes a favourable opinion and passes to the next class. When he comes to write his report the general verdicts are his guide, and there is no *advocatus diaboli* standing by in the shape of written evidence by which he may be convinced that they were sanguine. In statistical matters one is unable to feel sure, while any portion of the year remains to run, what the exact per-centages may prove to be. While I feel a little sorry that the figures for the senior sections are less favourable than I had anticipated, I am driven to confess that they seem to me more healthy than those for the junior sections. These latter foreshadow in no ambiguous manner that here the lowest grade of merit is on the eve of extinction, and that the time approaches when half the schools will be in the first class. An Inspector, if he has any faith in education at all, is prone to speak at the close of each year about 'progress,' 'improvement,' 'increased intelligence,' and what not, in a way which, if all his expressions were collected, would seem to suggest that improvement was occurring by leaps and bounds, and that the goal of all our aspirations was at hand. This does not represent the sober truth; it is impossible that it should. And in these days of 'general impressions' and 'results as a whole,' such language is increasingly liable to prove misleading. On the other hand, public complaints are made from time to time by disappointed parents or employers that we are not getting value for our money. In all this do we not see the positive and the negative sides of the same rather sanguine idea that an elaborate state system and great outlay should produce under our eyes a perceptible increase in the national stock of mental and moral power? Such growth for the race may be a reality; yet, if so, it cometh not with observation, but 'slowly, slowly, creeping on from point to point.' Even my own figures do not persuade me that the work of the junior classes has become so rapidly better since the introduction of the present Code. That it has become better I gladly and gratefully recognise; but there is still ample scope for our best exertions toward higher things.

Merit certificate.

"The merit certificate continues to make way. The numbers presented are 175 (119), and passed, 105 (75), from 29 (23) schools. I should rejoice to think that the advance in the attendance of senior pupils referred to above was partly referable to the stimulus thus given. As the per-centage of passes will show there is no hesitation in maintaining a firm standard of efficiency, and this fact gives a greater value to the increased presentation."

Mr. Fraser:—

The excellent grant.

"The number of departments receiving the excellent grant has appreciably increased since last year, especially in the junior sections of schools, and this can safely be regarded as a sign of educational progress. For the highest grant is not awarded except after serious deliberation, and the conditions that determine a favourable verdict cannot in the nature of things be satisfied by a certain proportion of schools. Cases occur in which the excellent grant is refused with reluctance, but manifestly if the principle on which it is based is a good one, due care and discrimination must be exercised in awarding it. To gain it is a distinct honour, an honour which is as a rule only possible under two conditions, wise administration on the part of the headmaster and cordial co-operation on the part of the staff. On the other hand, to fall short of the standard that gives a right to this award must not be considered as a disgrace.

In schools where it has once been obtained, it is difficult to reduce it without appearing to discredit the work of the year. But it must be remembered that the grant is given for excellence in several subjects at different stages, and it is not possible that the various classes constituting a department should always stand at the same high level. The disappearance of a former grant, therefore, while a call to greater effort and achievement, does not *necessarily* imply censure any more than the ordinary fluctuation of per-centages in the written work of a class from year to year. Of one thing teachers may be assured, a grant is reduced only after adequate reflection and consideration.

Sometimes reduced.

Infant departments.

"The state of the infant department forms an important element in determining the mark that is to be assigned to the junior section of a school. During the past year a perceptible rise has taken place in the number of infant schools in which the teaching is systematic and well-graded, the supervision genial and energetic, and the results distinctly praiseworthy. In general the infant mistress treats those committed to her charge with patience and motherly care, and in training the scholar is not forgetful of the child.

Recreative work.

"The introduction of employments suitable for little hands and fingers into the infant department continues to spread. In some of the schools the arrangements made for these occupations are of an elaborate description, and the duty of giving the necessary lessons is considered as binding as the time-honoured round of reading, writing, and arithmetic. In the larger schools this condition of things may be said to be the rule, desks are fitted up in a suitable manner, and materials for stick-laying, paper-weaving, paper-folding, coloured drawings and other employments are supplied by the school board and sometimes by the mistress herself. The display of specimens at the end of the year is of a varied and interesting character. Special attention is devoted to work of this kind in the separate infant schools under the management of the Roman Catholic churches. The recreative work of certain infant departments, though not differing in quality from the foregoing, is not directed on a systematic plan or pursued with the same persistence, and the production is consequently more limited and less varied. In some cases indeed, it appears to be undertaken rather in conformity to the prevailing fashion than for educative purposes, and is relegated to the odd moments which can be spared from more pressing duties. Small beginnings are, however, not to be discouraged, especially when the staff is not equal to the demands made upon it. In a large infant department with an adequate staff, there is room for division of labour and the head-mistress can devote a considerable portion of her time to co-ordination and supervision, while in a small school, conducted perhaps with the assistance of a single pupil-teacher, her attention is fully occupied in teaching the ordinary branches.

Musical drill.

"Except in several country schools, notably in the rural districts of Bute and Mull, musical drill is now recognised as an essential part of the instruction. Pianos are becoming increasingly common, being utilised not only for the physical exercises, but also for regulating the marching of the children on their way to and from the playground. As a rule these exercises are performed with orderliness and precision, and the accompaniment of the music must have no small influence in training the ear, as well as in habituating the body to rhythmical movements.

Reading. Foundation laid in infant department.

"The foundation of good reading is laid in the infant department. In superior schools the monotonous *staccato* of the very youngest classes gives place to correct phrasing, before the children are placed in Standard I. The amount of reading gone over in the highest infant class is sometimes sufficiently large, and if the habit of correct phrasing has been formed, the unconscious learning of the lessons by heart may be looked upon indulgently at this early stage. The memories of young children being so very tenacious, I have never been quite able to sympathise with the horror exhibited by some examiners when they find little children unconsciously reproducing the words of the reading book. There is no doubt, however, that in many infant schools children are kept constantly pegging away at the same book, instead of being made to tackle another, not necessarily of greater difficulty.

"The best reading we get in the schools is based on intelligent comprehension of the subject-matter rather than on nice rules of pausing and modulation, although these are very good in their proper place.

Reading in the upper classes.

"In school reports the sentence constantly occurs, 'reading is natural and 'expressive,' or 'reading is fluent and natural,' words which indicate that this part of the instruction merits high commendation. The fluency that is objectionable is the fluency that comes from constant repetition rather than from intelligent appreciation, and that does not scruple to insert here and there a word or even a phrase to eke out the meaning of the printed page. The inaccuracy that is engendered by loose reading of this kind is apt to show itself in other subjects in which the perception of the right word is all important.

Writing. The new style.

"Neat and legible writing is not confined to any particular class of school. Since last report the Civil Service style has continued to make headway, and, as things go, it will soon be universal. It is found that pupils who were execrable writers when taught on the copper-plate system have become very fair writers after a few months' training in the new style, and this result is no small gain. Another advantage of the Civil Service style is that it is easily taught. It leaves little room for individual idiosyncrasy, and makes every scholar toe the line. Dictation and composition exercises are accordingly much more uniform than they used to be, and more pleasing to the eye. Lovers of the old copper-plate system, which doubtless is productive of splendid specimens of caligraphy, are only too ready to pick holes in a system which ignores so many of the imaginary canons of correct writing. Those who follow the new system ought therefore to note certain dangers which are connected with the adoption of it, and to avoid them. In some of its developments it is rather difficult to read. Extreme narrowness of form when combined with extravagant spacing of the letters is trying to the eyesight, and must *ipso facto* be condemned.

Ensures uniformity.

Dictation and composition.

"The per-centage of correct results in dictation shows no falling off. The worst spellers appear to be those who are frequently absent from school, but the best speller is not always the best scholar. Compositions exhibiting considerable originality and variety of expression are sometimes met with in which the orthography is far from immaculate. In general, however, composition and spelling are of equal merit or demerit. In schools attended by children of the poor, one does not look for the same command of language as in schools frequented by children more highly favoured. In arithmetic and writing the former class can and do hold their own, but in composition (as well as in reading) their attainments, though often highly creditable under the circumstances, are usually described as very fair. Causes over which the teacher has no control, their habit of speaking incorrectly, their hard life, and the limited amount of their home reading, render them peculiarly liable to use words in wrong senses, and to construct sentences which violate ordinary grammatical rules. It may he mentioned in passing that the number of pupils presented for the merit certificate has largely increased since last year and that the papers written by them afford evidence of careful and systematic training in this subject.

The merit certificate.

Arithmetic.

"The arithmetic prescribed for Standard IV. in the Code of 1894 has not met with much favour at the hands of teachers. It has been felt that, though weights and measures are not required in this standard as far as the compound rules are concerned, the working of sums involving them can hardly be postponed till Standard V., for which the work prescribed is sufficiently extensive. Doubts have also existed as to what is required in teaching the metrical system. It can be safely asserted, however, that no school in the district has suffered from the introduction of the new Code, as circulars from the Department have cleared up what was supposed to require elucidation and have put it within the power of inspectors to estimate the work according to the profession.

Blind children.

"Several blind children receive efficient instruction in some of the ordinary schools in Glasgow. There they are taught as far as possible in the same

classes as the other children, their instruction being directed and supplemented by a visiting mistress, who also supplies a certain amount of manual training.

Blind Asylum.

"In the Blind Asylum, in which 55 pupils were presented at last inspection, the teaching is given with marked skill and success. The classes are grouped according to the standard of the Code, and most of the work compares favourably with that of an ordinary school. This remark applies not only to the elementary subjects, especially mental and slate arithmetic, but also to the [illegible] are taught on Braille's system of 'raised dots,' and arithmetic by means of Taylor's arithmetical frame. The instruction in grammar, history, and geography is under the circumstances wonderfully good. Songs of an advanced type are rendered with sweetness of tone and clearness of enunciation and physical exercises are performed with a precision seldom surpassed in any school. Naturally technical training occupies an important place in the [illegible]. For such work the school is admirably equipped, and since last year a new room has been added to those already devoted to this purpose. All the boys receive, under fully qualified instructors, courses in [illegible] clay-modelling and the like, while the girls have in addition hand and machine sewing, type-writing, &c.

Deaf and dumb children.

Deaf and Dumb Institution.

"The instruction of deaf mutes is carried on in the Deaf and Dumb Institution, Langside; 149 pupils were presented at last inspection. The arrangements made for the children's welfare both inside the school and outside of it are of a [illegible] most of the ordinary classes are taught in one large [illegible] in no way hindered in any way. The results brought out by the [illegible] mostly by means of books and pictures throughout the [illegible]. The instruction proceeds generally on the sign and manual system, although a good deal of attention is also paid to lip reading and articulation. [illegible] the respective merits of the oral system of teaching deaf-mutes [illegible]. Only a certain proportion of the pupils are found to make [illegible] by this way, and their experience [illegible] the [illegible] pupil's mental development to be necessary to reap the best benefits of the system. Indeed, for orally-trained pupils a discontinuation of the sign system altogether is advocated by many authorities. As matters stand, however, [illegible] it must be remembered that the directors of this charitable institution are [illegible] to all classes of pupils with the means at their disposal, the results are all that could reasonably be expected. In the roomy and well-[illegible] gymnasium, physical training is regularly given, and the exercises are evidently much relished by the pupils. Military drill is performed from time to time in the large grounds belonging to the school. Excellent provision is also made for manual training in kindergarten, sewing, cookery, laundry work, house-work, the use of the sewing machine, Sloyd wood-work, clay-modelling and tailoring. In short, both in this institution and in the Blind Asylum, the instruction is at once educative, disciplinary, and practical."

Mr. Harvey:—

Penmanship.

"Civil Service writing is making steady progress in my district; it seems to be the penmanship of the future. In the first stages it has certainly an ungainly appearance, but it seems to have the inestimable advantage of being acquired with ease. When persevered in, the results obtained in the higher standards are very good. The penmanship is flowing and legible, and, while executed with ease and rapidity, it has quite as good an appearance as the more laborious productions of the older style of writing.

Arithmetic.

"Arithmetic, except in Standard VI., remains 'in statu quo.' The teaching is methodical, and the ordinary pupil has little difficulty in securing a pass. Some months ago my report [illegible] that the teachers' complaints as to the severity of some of the V and VI arithmetic cards are well founded. K and M especially are quite too stiff for average pupils of 11 and 12 years of age. The consequence is that at least in VI the failures have been abnormally numerous. There we are brought face to face with one of the most disappointing features in elementary school life. The pupils are too young [illegible] to master the 'rationale' of arithmetic. Instructions for a year or two longer would give them a grasp both of arithmetic and grammar, which would be an invaluable aid to them in after life."

Mr. Boyd:—

"It may be regarded as established that the standard subjects have not suffered from the greater freedom of classification granted a few years ago. Some of them at least have improved, and, speaking generally, the instruction is, I think, becoming more elastic and stimulating. I have seen very little appearance of keeping back children unduly, the tendency rather being to advance some too rapidly. I should like to point out, however, that the keeping of specially dull or weak children for a series of years in the initiatory classes seems to be a serious mistake. These may not learn much in any standard, but to treat them always as infants will certainly help to keep them so. Standard subjects.

"Reading maintains its improved character, being, in not a few schools, fluent, natural in style, and easily intelligible to a listener. It is sometimes mechanical even where there is an attempt at expression, but, on the other hand, it is occasionally intelligent enough where the style cannot be commended. Of course the two things generally exist together, and act and re-act on each other. Some schools are curiously tenacious of their style of reading, no matter how objectionable it may be. The younger scholars imitate the older, and the sustained efforts of the teachers do not always succeed in effecting a change. Reading.

"I referred on a former occasion to the difficult and uninteresting character of some 'second readers,' and this character is sometimes aggravated by the second book being considerably in advance of the first. Occasionally the two seem to be treated as one big book, the scholars having to plod through them in succession, in which case the object of having two reading books is necessarily to a great extent defeated. Sometimes, too, a class may be found reading with fair fluency from the ordinary reading-book and stumbling badly in a passage of no greater difficulty which they had not previously gone over. I should be sorry to make light of teachers' difficulties in the matter, but some evidently aim at 'getting up' a book or part of a book instead of giving the scholars interest and self-reliance in the exercise of reading. Unseen reading.

"Writing is being increasingly taught as a distinct subject, requiring care and method in all the stages, and not the least in the initial stages. The introduction of the 'upright' and 'Civil Service' styles has contributed to this result, the latter especially having grown greatly in favour. It is still not infrequently the case, however, that scholars are allowed to form their own style, with little guidance, and faults, which could be prevented or corrected by proper care at the beginning, become chronic. For the careless writing which one sometimes finds in examination papers, even of the highest classes, there is really no excuse. Writing.

"Spelling, which is chiefly tested by the exercises in writing, remains much as before. There seems no royal road to good spelling, and though it is no doubt learned to a considerable extent by the eye, care must be taken to bring in the aid of the memory and the understanding. It is remarkable how long boys and girls will go on seeing simple and familiar words without being able to write them correctly, and it is nothing short of astonishing to find, for instance, over and over again, a pupil-teacher writing at the head of his or her paper, in a clear round-hand—Grammer. Spelling.

"Composition improves but slowly, but its systematic teaching is becoming more common. It would, I think, improve more, in many cases, if fewer exercises were given out, and more time taken to correcting them before the class, followed by a careful re-writing. The mere prescribing of exercises which are handed back to the writers with the errors marked, must have but a limited effect. It is gratifying to find occasionally in a 5th Standard, a story reproduced with such variety of expression as to show that the scholars are telling it as one which they have, in a measure, made their own, and are not merely repeating phrases or sentences from memory. The variety sometimes, however, takes the form of amusing alterations of the original story. The letters of the 6th Standard, where each writer has to furnish his own matter, are often enough meagre and formal, though in a pleasing number of cases they show considerable point and freshness. Composition.

"Arithmetic occupies necessarily a good deal of school time, and, generally speaking, with fairly adequate result. It is often charged as a fault against school methods in this subject that few children can solve a simple problem involving the rules which they are supposed to have learned. But granting its Arithmetic.

truth, there is less force in the charge than many suppose. As regards the younger scholars especially, the most that can be done is to teach them arithmetical processes, and set them to perform these with accuracy and expedition; the power to apply principles comes at a later age. Undoubtedly, however, more revision with a view to securing the due result of past years would be of advantage, and a much greater combination of mental with slate-work would also be very beneficial. Of 'fingering' and other laborious ways of counting by units it wearies one to speak. That these can not only be dispensed with but also that much better results can be obtained without them is every year amply proved, and yet they hold their ground with disheartening persistency.

Merit certificate.

"I have kept no statistics of the presentations and passes for the merit certificate during the past year, but it is decidedly growing in favour. In Argyllshire the possession of this certificate has been made by the Technical Education Committee of the County Council and by the County Committee on Secondary Education a condition of competing for the bursaries which they respectively offer. I have endeavoured to make the standard high enough to make the certificate of value, and not so high as to defeat the object for which it was instituted. The work of the competitors is often of a very creditable character.

Infant schools.

"The interest in infant school work is still extending. School managers are becoming more liberal in the equipment of infant departments and mistresses, in increasing numbers, are making themselves familiar with the best modern methods, and adapting them, sometimes with marked success, to their own circumstances. There is still room for improvement in many object lessons, which, in both form and spirit, have too much that is traditional and conventional. In not a few infant schools and departments a pleasing feature is the variety and freshness of the children's songs, a contrast to the few venerable, and sometimes rather silly, ditties, which, in certain places, do duty, year in year out, till every child in the locality must be heartily sick of them.

Deaf scholars.

"An oral school for the deaf, which draws scholars from various parts of the country, has for a number of years been conducted by the School Board of Greenock. It has been fortunate in having a succession of skilful and sympathetic teachers, whose work has been attended with very gratifying success. The older scholars are able to converse with their hearing companions, and have made good progress in the ordinary branches of education, as well as in drawing and manual work. A similar school has recently been established in Paisley."

Class Subjects.

The following table exhibits the total number of schools in which the respective class subjects were taken up, and indicates the direction and general quality of the instruction:—

Name.	Number of Departments				Approximate Per-centage of Number of Departments		
	Passed at			Total Number examined.	Passed at		
	2s.	1s.	0.		2s.	1s.	0.
English - - -	905	133	4	1,042	86·8	12·7	·4
Geography - -	922	108	8	1,038	88·7	10·3	·7
History - - -	840	123	5	968	86·7	12·7	·5
Elementary Science -	15	4	0	19	78·9	21·	—
Needlework - -	17	1	0	18	94·4	5·5	—
Totals - - -	2,699	369	17	3,085	87·4	12·0	·5

English deservedly holds the first place and geography, as usual, falls only a little behind. History makes a good third, while elementary science is a sorry fourth. The choice of subjects shows little variation, and each succeeding year demonstrates the hopelessness of running elementary science alongside of more attractive rivals. There is little doubt that science would flourish if it were placed on the same privileged footing as needlework, which is usually taken, not as a class, but as a general subject. The advocates of science urge the displacement of history, except so far as it might be provided for in a reading manual. But knowledge acquired in this desultory fashion is found to be both hazy and evanescent. This practice, however, of merely reading history appears to be more common in England than in Scotland, and I may take the testimony of Mr. Scott Coward, who says:— Class subjects.

"Historical books are read in the majority of the schools, but the extraordinary ignorance of some of the simplest facts of history contained in the readers, supposed to have been carefully conned during a whole year, convinces me that we can expect little historical knowledge from that source, and that resort must be had to the special preparation of the children in certain definitely prescribed periods if any results are to be expected."

The tabulated results reveal a close approximation in every subject with those of last year, but it is pleasing to observe that the difference, as far as regards the quality of the instruction, uniformly points in the right direction. The general character of the teaching, as judged by the classified awards, reaches a very satisfactory level, and does not call for much detailed criticism.

Recitation is almost always given with perfect accuracy, and in the majority of schools with good expression and appreciative comprehension of the matter. The drawling monotone still lingers in weaker rural schools. The selection of passages is in most, though by no means in all, cases judicious and suitable. The enterprise of publishers furnishes a copious choice, at a moderate cost, of the best specimens of modern poetry. Recitation.

Grammar apart from its direct utility is always worth itself as a mental discipline. It is a subject which tasks more than any other the teacher's skill and constitutes a pretty sure test of the general intelligence of the school, weak grammar meaning more or less weak instruction all round. In parsing there is a tendency to cling to stereotyped formulæ and lose sight of essential points in the iteration of minor details. Analysis, as now divested of its perplexing verbiage, is generally well done, but its synthetic value might be turned to more account as an aid to composition. Grammar.

Geography makes progress and grows in favour. The teaching ideal is steadily rising, and the subject itself, if in skilful hands, has a fascination for young minds. There is in general a liberal supply of maps, diagrams, and other kinds of apparatus, and the instruction is occasionally supplemented by photographic views and lime-light exhibitions. In some cases a blackboard is set aside for the purpose of progressive illustration, noteworthy places and physical features being filled in as the daily lessons go on. Schools in which mere strings of names and disjointed facts are glibly repeated are getting fewer and farther between. Geography.

History, notwithstanding the wider liberty of choice, follows in almost all cases the prescribed periods. Variety of programme, supposing it to be desirable in itself, would involve corresponding variety of text-books and would be productive of confusion in cases where children History.

migrate from one school to another. In the initiatory standards, where the subject is not intended to be a burden, the personal or biographical element sensibly predominates. Higher up the course of study covers, roughly speaking, three centuries ending with the present time. This profession in its several periods is so far made good that in the majority of schools the higher award is readily earned. Attention is often drawn to the tendency to emphasise minute details and overlook determining causes. But when all is said, there is little doubt that the average 6th Standard graduate takes with him a solid and serviceable framework of knowledge. A foundation of this kind laid early in life is not merely valuable as a preparation for later acquisitions, but essential to an intelligent appreciation of current historical allusions.

Practical cookery.

Practical cookery makes progress and may be said to be a regular part of the instruction in all the larger and better organised schools. During the past year cookery lessons were provided by the Glasgow Board for all the girls in Standard V. and upwards, and to some extent for the girls in Standard IV., either in their own schools or at special centres. The board have all along aimed at making the classes self-supporting and their efforts in this direction have been at last crowned with success, the income accruing from the parliamentary grant and the sale of cooked articles showing a balance over expenditure of 93*l*.

Laundry work.

Laundry work makes, for a comparatively new subject, hopeful headway. It has been provided for in a dozen Glasgow schools, the instruction being as yet confined to girls in Standard VI. and upwards.

Manual instruction.

Manual instruction continues to engage attention, but as this branch comes under the cognizance of the Science and Art Department, I can only speak of it from second hand information. The activity of the Glasgow Board in this direction is shown in the following extract from a recent return :—

"In March last the boys attending the manual instruction class in the city school were again examined by the Inspector of the Science and Art Department. The work submitted by the boys was considered very satisfactory, and the highest award—'excellent'—(7*s*. per scholar) was received. The grant was claimed on behalf of 92 scholars, and amounted to 32*l*. 4*s*.

"The board have erected a special building at Dalmarnock School for manual instruction, and the boys in the upper standards attending eight schools in the Bridgeton district have received instruction at that centre during the year. The scholars in a number of these schools were recently examined by the Inspector, and the board are glad to state that the highest award—'excellent'—was received in each case. The board have now three teachers engaged in the work of the classes, and the number of scholars at present in attendance at the two centres is over 600. It may be mentioned that the board are erecting special buildings at Dovehill, Whitehill, and Woodside Schools for the teaching of this subject, and it is expected that they will be ready for occupation in the course of a few months. It is intended that the scholars in a number of schools should attend at these centres and receive instruction."

Mr. Bathgate :—

"The instruction in these subjects is generally so good as to justify a recommendation of the higher grant. In the annual report there remains the seemingly less gracious duty of pointing out such faults as still exist.

English.

"In English a proper selection of poetry for repetition, graded to the powers of the successive classes, is not unfrequently wanting. For this the headmaster is responsible, and greater attention should be paid to it. Many of the reading-books contain a sufficient number of suitable pieces of poetry. Where they do not it would be well to provide a small book of poetry for the class. This would be much preferable to the cards or sheets with a passage of poetry which are sometimes used. These are published by some of the best houses, but their overloaded explanations seem intended to obviate all merits.

effort on the part of teacher or scholar, and must finally fill the pupils with disgust. Greater accuracy in getting up the very limited portion for repetition is also wanted. Surely in a passage of 100 lines the scholars should be able to spell and parse every word. Sometimes, unfortunately, they cannot. As my assistant, Mr. Miller, puts it:—'A girl repeats in a pleasing tone, and 'with seeming appreciation and admiration:—

Bird of the wilderness
Blithesome and cumberless.

'She is asked to spell the first word of the second line, and somewhat hesitatingly gives forth *Blatsum*. Another scholar, a boy this time, recites with clear enunciation, and the subdued martial ardour of the soldier who knows that the issue of the battle is still doubtful:—

"'Tis morn, but scarce yon level sun
Can pierce the war-cloud rolling dun.'

'He is asked to spell the last word of the second line. *Done*. 'What 'part of speech is it?' 'A verb.' In this restricted field it should not be left for the examination day to reveal such inaccuracies.'

Grammar.

"The teaching of formal grammar seems to be falling off in a good many schools, especially the Roman Catholic schools. No doubt there are additional demands now made in the way of elementary composition, mental arithmetic, and class lessons, not to mention manual instruction, cookery, and laundry work in board schools. But a good deal might be done by concentrating attention on the most important features of grammar, and teaching them thoroughly. If this be not done it would be better to abandon the formal teaching of the subject altogether. A higher standard will in future be required for the higher grant.

Geography.

"In geography the teaching seems as good as formerly, but I think the grasp of facts is less common among the pupils, especially the girls, than it was a few years ago. Whether this is due to the introduction of so many new subjects for girls I hardly know, but it will be an interesting subject of inquiry. I am certain that there is less revisal of previous work than there should be. Thus it is not uncommon in the 4th Standard to find the girls almost totally ignorant of the Scotch geography which they were supposed to have acquired in the 3rd Standard; and in the 5th Standard the knowledge of the British Isles is apt to be deficient. As a remedy for this I would suggest that in the 5th and 6th Standards map-drawing of the countries studied in the 4th and 5th respectively should be an essential part of the requirements. Thus in the 5th the maps of England, Scotland, and Ireland should be required, and in the 6th those of parts of Europe, Australia, and Canada should be part at least of the requirements.

Elementary science.

"During the year two additional schools have taken up the subject of elementary science, and the lessons given have been well arranged and instructive.

Manual instruction.

"The systematic teaching of manual work goes on actively in the Preston Street centre. I have twice visited it during the year, and I believe the work is carried on with much ability and intelligence by the instructor, Mr. Norwell. The exercises are meant to be educative, and as little time as possible is spent in the repeated production of articles with which the scholars are already familiar. As Mr. Norwell points out, every exercise provides a good lesson in drawing to scale. The exercises are a careful training in measurement and in the sense of form. There is systematic practice for hand, eye, and muscle. All the exercises, including the drawing, can be done in two hours; they are well within the capacity of the average scholar in the 5th Standard, and if the scholars are diligent the whole course of work can be completed within a year."

Mr. Boyd:—

Class subjects.

"The main fault in the teaching of class subjects is narrowness. Some teachers seem to set up for themselves certain limits beyond which they think it unsafe or unnecessary to pass, and while they work within these limits with commendable zeal the intellectual result is not encouraging. They under-

estimate the powers of the children, and make no account of the attractiveness which can be given to a subject under more elastic and expansive methods. In other cases, however, and these fortunately not few, either in small schools or in large, the way in which these subjects are handled deserves cordial praise.

Recitation. "The repetition of poetry generally follows the style of reading, though in some schools it is superior to it. The pieces chosen, while not objectionable in themselves, except, perhaps, on the ground of over-simplicity, sometimes become so from their adoption year after year. The children have heard them so frequently repeated by the classes in advance of them that they are already more or less familiar with them when the year's work is begun. The mere learning of 'meanings,' apart from the comprehension of the matter and general scope of what is

Grammar. read or repeated appears to die hard, if, indeed, it is to die at all. Grammar holds substantially the ground it has hitherto occupied, showing no falling off and but little advance. Less importance, however, than formerly seems to be attached to the learning of formal rules, and more to engaging the interest and common sense of the scholars. The best use is not always made of analysis of sentences, which by skilful teachers is generally made the key to the whole subject. In the earlier stages, especially, the children's conceptions of the leading parts of a sentence are obscured by a multiplicity of detail. It would be well if some earnest young teachers would avoid trying to impart to young scholars all that they themselves know of the subject.

Geography. "In geography much satisfactory work is done, though in the lower standards it is apt to be too formal and dull. In the Neilson Institution, Paisley, the senior classes take up the subject in its commercial aspects, and the example might be followed with advantage. It is only in comparatively few schools that one is able to commend the map-drawing.

History. "History keeps its place as a class-subject, and especially when linked on, as far as possible, to geography, is an interesting and useful one. The lines generally followed are those laid down in a former Code, but I have approved without hesitation new schemes which implied honest and intelligent work. The manner in which some teachers infuse life into this subject, by supplementing the necessarily brief narrative of the text-book from their own reading, is much to be commended, and makes one wish the practice were more general. I am not able to agree with those who speak depreciatingly of the value of history as a school subject, and would see it displaced without regret. No one supposes that in its higher aspects it can be taught to children, but about the manner in which the subject may be, and often is, presented to them there is nothing occult or abstruse. We must teach history if we are to have intelligent and patriotic citizens. Without some knowledge of it we can seldom fully understand the allusions in an ordinary newspaper.

"The schools in which elementary science is taught are not numerous, but the teaching is almost invariably based on sound knowledge, and illustrated by suitable appliances. In several instances the work of the higher classes has special relation to the prevailing industry of the place.

"Needlework, though not very often taken as a class subject, continues to receive very careful attention, and is usually well taught. Even in the remoter localities, where teachers of the subject are not easily obtained, progress is being made, though failure on the part of the managers to see that suitable material is provided is still, in some cases, an obstacle to improvement. An interesting experiment made last autumn under the auspices of the school board of Acharacle is worthy of mention. An exhibition of needlework, open to all the schools in the parish, aroused much interest, and gave an evident stimulus to the instruction."

Mr. Waddell:—

Class subjects. "Of the class subjects proper the order in number of professions if not in efficiency of results is geography, English, history. All are well-taught in the sense that great care is generally taken with them; but in many cases—as is of course inevitable—the instruction assumes a somewhat rigid and mechanical form. It may be doubted whether in any class geography is taught with more stimulating effect than in the two youngest, and it is always

examined with the assistance of the blackboard. In all good schools the little children understand quite clearly how to find the cardinal points for themselves, and where the onlooker is supposed to be placed in reference to a map; and they follow with interest the plan of the building as it is gradually worked out with chalk. In the 2nd Standard, again, the children know quite well the shape and composition of the earth, its character at the equator and the poles, and how the difference may be accounted for. From the position of the sun relatively to us they can infer that we are north of the equator, and they follow with intelligence the construction of a sketch map on the blackboard. In the senior classes map-drawing on slates is generally pretty good, sometimes excellent, and the exercise is never omitted. In English the poetry is almost always carefully prepared, and in the best cases very expressively repeated. Grammar is undoubtedly well-taught, and in a way which justifies the time devoted to it. I find no difficulty in getting from a senior class a series of cognate derivatives from a given word. Apparently the most difficult test of all in English is that of paraphrasing in familiar language a phrase or sentence, as distinguished from giving a synonym for a hard word. No doubt this circumstance is due to the fact that many teachers are quite satisfied with the latter exercise as a substitute for the former. The point in English which, in common with my colleagues, I most regret to note, is the perverse choice too often made of pieces for repetition, more particularly in the case of the junior classes. It is one thing to search for simplicity; it is another to find it in mere common-place rhymes. If poetry be 'expression 'for expression's sake,' then no child should be compelled to burden his memory with verses which express little or nothing, which do not even contain a good joke, and which he is made to learn merely because some editor has happened to interleave them with the prose lessons in a particular publication. History, while most faithfully taught, is treated too much in undistinguishing detail, and with too rigorous an adherence to the sequence of dates. A teacher when examining his class begins either with the first fact in his period, or with the first fact suggested by the Inspector, moves steadily and slowly forward, and at the close of the available time has scarcely overtaken the events of 15 years. The portions of history professed in Standards I. and II. vary a good deal, and are tending in some cases to become less in amount than is reasonable."

Mr. Marshall:—

"There is no recitation of prose, and very properly as it seems to me; even at the pupil-teacher's stage it is flat unless it be a passage from Shakespeare. But there is far too little poetry overtaken in the school year. The teacher finds it difficult to keep up the pupil's interest where the work does not cover a school year. At least 200 lines can readily be got up, and the poetry should be spread over all the school year. The infants show lively interest in nursery rhymes, action poems, and no one who has not seen it will believe that the dramatic sense is so early developed. Certainly works should be chosen that lend themselves to dramatic effect. I regret that the poetry is poorly chosen, although this is the day of cheap books. The recitation has great effect on the reading; indeed, in no two branches is the necessity of articulation better seen. Mechanical recitation is not to be commended, that is, where the child repeats so many lines with no interest or taste and with little understanding of what he is saying. The work should be thoroughly appreciated before it is committed, but it should not be made a school for analysis and parsing. In the infants, I. and II., the form is everything, and there should be no attempt to read between the lines. In III. and IV. grouping is the main desideratum coupled with due regard to tone and emphasising of what is pregnant. In V. and VI. there should be genuine appreciation of the work. On the formal side expression and modulation should receive regular attention; on the material side the main ideas, their growth, and their connexion should be clearly traced. Recitation.

"The English proper embraces (according to the Fifth Schedule) repetition and grammar. The reading is detached and not recognised as a class subject. Most teachers will admit that the reading has entirely changed its character by being made an end in itself. The recitation suffers in some sort from being associated with the grammar, and so does the English. English.

History. "The periods in history are much the same as in the old Code, where a four years' course was laid down. The 3rd Standard generally gets Bruce and Mary, and in I. and II. short biographies are chosen sporadically. In IV., the period from 1603–1714 is almost universally taken up, although there is a tendency to stop short at the Revolution. In V. and VI. there is no variation. The V. undertakes the epoch 1714–1820, and the VI. the period from 1820 to the present time."

Mr. Harvey:—

Grammar and composition. "Grammar and the allied subject of composition have not suffered by the removal of individual tests. There seems now, on the contrary, to be greater elasticity in both these subjects in V. and VI. As has often been pointed out, the great secret of success is to begin drill in analysis and the formation of sentences as early in school life as possible. The teachers fully recognise this fact and since the work in other subjects demanded from I., II., and III. is not by any means excessive, more time than formerly is given to grounding the pupils in grammar and composition.

Repetition. "Repetition, if carefully taught, is a valuable aid to reading, but in some cases the teaching is perfunctory, and the passages are learned by rote and recited in a sing-song way, without proper appreciation of their meaning and with no real expression. In standards above III., Scott's poetry and pieces of the same rhythm should be avoided. There is an irresistible cadence in the lines that inevitably sends the youthful reciter jogging along in an easy, smooth expressionless sing-song; in such pieces there is also too little scope for intelligent explanation.

"Gray's Elegy is often chosen, but splendid as the poem is, it is hardly suitable for children; the meaning is too recondite for their comprehension, Goldsmith's 'Deserted Village' is one of the most suitable for Standard VI. Passages from Shakespeare should not be attempted except in ex-VI. Occasionally I have heard some of his more famous speeches rendered by the senior scholars. It is indeed easier to say what is not than what is well suited for IV. and V. A piece of poetry describing a scene in the retreat of the French from Moscow is of all I have heard repeated the freshest and best for Standard V. It can only be mastered by steady work throughout the year, and, while it does not go beyond the comprehension of young children, it makes a considerable demand on their intelligence. It would be a good plan for teachers at their meetings to give in lists of such poetical selections as they have found suitable for the various standards."

Mr. Fraser:—

History. "English (with grammar), geography and history still constitute the most popular series of class subjects. Sewing (for girls) occasionally takes the place history, and in about half a dozen Glasgow schools the latter subject has been discarded for elementary science. Though the importance of history appears to be recognised by the introduction of historical readers, it appears strange that among the schools selected for the new experiment are those that have been set apart for secondary education and that present pupils for the leaving certificate. A knowledge of the history requisite for this examination is supposed to be imparted after the pupils leave the standards, but my own impression is that the pupils, having other subjects on their hands, will find the lack of previous instruction in this subject to be a distinct loss.

Results. "The results brought out by oral examination in history bear favourable comparison with those of former years; answering is often brisk, accurate, and well diffused. Although a good deal of the information imparted will vanish with the years, one feels warranted in believing that the knowledge of the main current of events will survive, and prove of great value for the understanding of social and political questions as well as for the guidance of life. In some schools, it is true, the subject languishes, perhaps because class teaching obscures the greatness of individual pupils, chiefly, however, because traditional methods of teaching are still in vogue.

Method of teaching. "Somewhat of the tedium associated with the learning of this branch of knowledge would be lessened if more use were made of oral instruction. As a matter of fact, the real instruction should always be oral, the text-books

being used simply for reference and recapitulation. The contents of history are vaguely apprehended, not because of any difficulty in the process, but because the teacher is not so solicitous of explaining historical terms as he feels bound to be in the reading lesson. In teaching history he tends to confine himself to the words and phrases of the text-book, without perceiving that his pupils have an indefinite, if not an erroneous conception of their meaning.

The tyranny of dates.

"In some quarters it is supposed that the Inspector takes a cruel delight in fatiguing and exhausting lists of names and dates, and that it is the unhappy lot of the intelligent teacher to satisfy his appetite for this kind of food. Wherever history is taught with indifferent success, recourse is had to this conventional outcry. In cases where dates are felt as an intolerable burden, the best plan would be to profess a certain number of them on the day of examination. This method of procedure would enable the teacher to devote most of his time to the teaching of his subject in a rational manner, and the insubstantial bug-bear which he so much dreads would vanish into cloudland. The acquisition of a sufficient number of important dates is not so arduous for children as it is for grown-up men and women.

Remedy.

The value of history as a school subject.

"The meagre results obtained in some schools in history constitute an argument for change of method and proper selection of materials, but not for its abolition from the school curriculum. The boy who leaves school without knowing anything about the struggle for constitutional liberty in the reigns of Charles I. and James II., the Scottish struggle for religious independence at the same time, the story of the American War, the inter-relations of this country with continental nations, the abolition of the Corn Laws, and the like, is only half educated. The history of his nation is for him more important, perhaps, than a quasi-scientific knowledge of the properties of matter and the life history of a cockroach. The children of to-day are the men and women of to-morrow. To them will be presented for solution the social and political problems of their time. No exact guidance for the future can be obtained from a knowledge of the past, but as a record of failure or of progress it contains materials for the reflective process on which all sound judgment is based.

"Professor Huxley, in vindicating the claims of science as a school subject, draws attention to the importance of impregnating the rising generation with knowledge by which the arguments of the hygienic reformer can be understood. His words are equally applicable to that knowledge of the past which enables the modern citizen to estimate at their proper value the theories and proposals of to-day. And without a knowledge of the heroisms by which the British Empire has become what it is, patriotic feeling and the virtues that spring from it are apt to perish from lack of nourishment.

"It is often said that history can be learned quite well after boys leave school. But the returns of our public libraries show that books of history are very rarely read in after-life, and if this state of things is characteristic of the class of people that patronise these institutions, what is to be said of the great masses of the population whose only literature is the evening or the weekly newspaper?"

Music.

The following grants were paid under Art. 19 A (2):—

	No. of Schools paid at the Rate of		
	1*s.*	6*d.*	0.
Older pupils - - -	855	166	12
Infants - - - -	131	4	0
Totals - - -	986	170	12

Singing is almost always professed, and singing by notes is steadily superseding singing by ear. The tonic sol-fa method holds the field. It is admittedly the best for vocal purposes, and is an invaluable aid to the study of musical composition and harmony. In Glasgow, where the instruction is directed by a skilful body of visiting masters, excellent results are obtained all round. Due attention is paid to voice production, and songs are sung with great accuracy and good tone, while ear and other tests are, as a rule, very well answered.

Mr. Bathgate:—

"The progress in this subject is generally well maintained in my district. The country schools and the Roman Catholic schools have made a distinct advance in knowledge of notation, in which the Glasgow Board Schools have always been proficient. Refinement in the rendering of songs is less usual, and I cannot say that it is becoming more common. This is to be regretted, as the simplest of music has an aesthetic power when perfectly rendered; and, as a matter of fact, school children have frequently powers of reading music that enable them to sing pieces performed by professional choirs. It cannot be denied that Scotland stands at a disadvantage in this respect. To mention only one consideration, there is an absence of such musical tradition as is created in England by cathedral choirs and handed down by parish and other choirs to the schools. It is in partially supplying such deficiencies that the services of proper visiting masters in music are specially useful. The Glasgow Board have this year made the experiment of dispensing with a visiting master in some of their schools. I have not seen enough of the results to speak fully of them, but shall, no doubt, be able to do so next year. There can be no question of the great value of a good visiting master, but he should be most carefully chosen. He should have an extensive knowledge of music, some power of discipline, a special gift of imparting method, and, what is perhaps rarest of all, a fine taste in music.

"In connexion with this subject I cannot refrain from expressing my sense of the great loss sustained by the cause of popular music in the west of Scotland by the untimely death of Mr. W. M. Miller. Her Majesty's Inspector of Music has spoken of his services to the Free Church Training College; and as he was visiting master for almost all the board schools in the large division of Glasgow in my district I well knew his work in this capacity. Mr. Miller had a remarkably wide acquaintance with music and musical literature, and showed great versatility in selecting and adapting music for school purposes. He had also a unique power of communicating his method to teachers, a method, the open secret of which lay in presenting fresh difficulties in every possible approach, till these disappeared in the confidence and knowledge of the pupils. Being a man of great energy, a vigorous conductor, and an enthusiast for the sol-fa method, he had great influence in propagating that system, and may fairly be called its apostle in Scotland."

Mr. Fraser:—

"On this subject, considering the high degree of excellence it has attained in most of the schools at least in the city of Glasgow, little can be said that is not of a complimentary character. A good volume of sound can almost always be obtained, as there is no exercise in which the children take more delight than in the singing lesson. Their pent-up spirits have here a convenient outlet, and when the opportunity is given for a *fortissimo* or a *crescendo* it is fully taken advantage of. It is more difficult to obtain those qualities of tone, rhythm, and melody that are necessary for an adequate interpretation of all parts of the song-sentiment. The more delicate shades of expression are hardly to be expected in the majority of schools, as they depend on a quality of voice that cannot be obtained under existing physical conditions. The music master also is unable to devote his time to individual voice production.

Improvement in tone.

"It is certain, however, that a vast improvement has taken place in the manner in which songs are sung in the Glasgow schools. The music masters under the Board have given special attention to softness and refinement of tone during the past year, with the result that harsh and strident voices are no longer in the ascendant. This is true even of infant schools.

"In the upper classes of certain town schools, songs are rendered with exceptional spirit and artistic finish, and in others the singing is at least careful, correct, and fairly enjoyable. Modulator and time exercises are usually well done. Sight-singing in harmony both from the modulator and the blackboard is often surprisingly good, even in Standard III.; and ear tests are performed generally in a satisfactory manner, and frequently with astonishing accuracy."

X.—Needlework.

The last re-adjustment of the class subjects has resulted in the general displacement of needlework; but the change only alters the manner of its presentation, not its efficiency. In Glasgow the instruction is greatly encouraged and stimulated by the prospect of prizes, which are awarded at the date of inspection, in the proportion of one to ten in each standard. The amount spent in this way last year was 192*l.* 13*s.* 5*d.* The requisite industrial material is provided by the board, and, when the original cost is refunded, the garments into which the material is converted become the property of the parent. The amount received from the sale of garments last year was 892*l.* 10*s.* 4*d.*

Specific Subjects.

The specific subjects are shown in the Appendix in detailed form for each district of the division, but the subjoined table gives the aggregate presentation, and exhibits at a glance the extent to which the respective subjects have been taken up. To facilitate comparison alike as regards progress and direction the figures for the preceding year are placed alongside:—

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Shorthand.	Animal Physiology.	Mechanics.	Magnetism and Electricity.	Book-keeping.	Botany.	Navigation.	Gaelic.	Chemistry.
1893-4 - -	5,542	4,155	154	9,794	1,007	2,510	8,692	1,041	319	96	111	712	7	63	192	48
1892-3 - -	5,577	4,340	126	9,444	838	2,565	8,752	967	371	111	94	500	8	94	187	40
Increase -	—	—	28	350	69	—	—	74	—	—	17	212	—	—	5	8
Decrease -	35	185	—	—	—	55	60	—	52	15	—	—	1	31	—	—[2]

General results.

The specific subjects hold their ground, the variations in the several branches leaving a respectable balance on the side of progress. French, as last year, heads the list, and again shows an appreciable increase. The instruction, now that the subject is engaging universal attention, is steadily falling into more competent hands, especially in town schools. It is becoming the exception to find a teacher who has studied French "without a master," taking charge of the subject simply because it fits in with the rest of his work. Domestic economy, though declining, is still, and that by a long way, second favourite. It is in its proper place when it supplements, not when it supplants, practical cookery. The decrease in the number of examinees in Latin is probably due to the freer transference of such scholars to higher class schools. Book-

keeping and shorthand make headway in commercial centres, and agriculture grows in favour in rural localities. Animal physiology re-appears, but only to a trifling extent, in two districts. It is a subject which should be taught, if taught at all in mixed schools, in a special room reserved for the somewhat ghastly diagrams by which it is commonly illustrated.

Leaving certificate examination.

The specific presentation, large as it is, by no means indicates the full amount and quality of the advanced work. In many schools—and the operation of the so-called equivalent grant is adding to their number—the instruction is carried a good way beyond the specific requirements, and in its higher flights is appropriately tested by means of the Leaving Certificate Examination, which is now open to all schools. The detailed results of this examination are issued only to the managers of the respective schools, and cannot therefore be exhibited in tabular form for the division. I venture however to subjoin, by way of sample, a summary of the results achieved in the Glasgow and Govan schools that are nominally ranked as elementary and distinguished from purely higher class schools. The total certificates gained by these schools last year amounted to 949, the various grades being represented as follows:—In Glasgow schools, 3 honours grade, 45 higher grade, and 420 lower grade; in Govan schools, 19 honours grade, 55 higher grade, 407 lower grade.

Mr. Boyd:—

"The number of presentations in specific subjects for the year was 8,180, and the number of passes 6,912, the corresponding figures for the preceding year being 7,424, and 6,098. French shows the largest increase, the presentations having risen from 1,726 to 2,012. The steady advance of mathematics is gratifying, the number having risen from 966 in 1892, and 1,111 in 1893, to 1,223 last year. Latin remains all but stationary both in the number of the schools taking the subject and in the number of scholars, the figures for the year being 80 and 1,046 respectively. Greek was taken in 14 schools by 50 scholars, and German in 12 schools by 215 scholars.

"Agriculture shows a significant increase, the number of schools in which instruction in this subject is now given being 43, and the number of scholars 525—an advance from the preceding year of 11 schools and 113 scholars. Shorthand and book-keeping are also increasing in favour in town schools, but navigation and mechanics show a decline. Animal physiology, under an advanced two-years' syllabus, is taught in the Neilson Institution, Paisley. The number of girls taking domestic economy, after falling off for two or three years, has again risen considerably, being for the year, 1,949. The teaching of cookery is rapidly extending, and its sensible and practical character is being well maintained.

"As secondary education forms the subject of a separate report to Parliament it is unnecessary to say much here regarding the schemes of the county committees. These have called forth much interest and no little criticism, especially as regards the scheme for Renfrewshire, objection being taken on the one hand to the inclusion of other than the secondary schools, and on the other to its limitation to certain selected schools. Some jealousy has also been raised by the not unnatural, though not very worthy, jealousies existing between localities and between schools. The schemes, however, are, as a rule, being loyally and liberally carried out by the school boards concerned, and are already bearing fruit, both in extending the benefits of a more advanced education to a greater number than before, and in giving increased system and purpose to that education throughout the schools. In Renfrewshire the Leaving Certificate is being kept in view by all the schools aided by the committee, and already in addition to the secondary schools in Paisley and Greenock, and to the Neilson Institution, Paisley, Queen's Park School, near Glasgow, and Holmscroft School, Greenock, which have well-equipped higher departments, the examination has been taken with gratifying success by Grahamston Public School, Barrhead, and Jean Street Public School, Port Glasgow.

"In Argyll, notwithstanding the limited amount of money at the disposal of the Committee and the grave difficulties caused by the configuration of the county, the prospects are very encouraging. In 1894, in addition to the three main centres of Campbeltown Grammar School, Dunoon Grammar School, and Oban High School, the following public schools presented scholars for the Leaving Certificate, viz.:—Ardrishaig, Bowmore, Cornaigmore (Tiree), Easdale, Lochgilphead, Tarbert, Tobermory. The total number of certificates gained was 275. Of this number Campbeltown Grammar School, which has for a long period been virtually the secondary school of the Kintyre district, claimed 81, 21 being of the higher and one of the honours' grade; Dunoon Grammar School obtained 59; and Oban High School, which has made great progress in the face of difficulties, took 51, of which 6 were of the higher grade. The beginnings in some schools are, no doubt, of a modest character; but from the quickened interest manifested in various ways and at different places throughout the county, there seem to be substantial grounds for the hopes of progress which are generally entertained."

Mr. Waddell:—

"In specific subjects 2,525 (2,412) pupils were presented by 74 schools; and of these 2,051 passed, or rather more than 81 per cent. The figures represent a fresh increase of over one hundred. No less than 13 subjects are included in the list, though some appear in very small numbers; all of these show two stages and all except two show three Among those which may claim some considerable popularity, the order of preference is domestic economy (620), French (414), agriculture (386), mathematics (358), Latin (271), shorthand (136), book-keeping (120), magnetism (98), physiology and ambulance (72). In all these full three stages appear, and the list exhibits a satisfactory mingling of things new and old. The intrinsic value of the last subject would justify a higher place for it in public favour. I have seen it taught in a very efficient and practical manner. It is perhaps too soon to look for any result of the operation of the fund administered by county committees; but an increase in presentations may not improbably follow from it at an early date. In the ranks of primary teachers there are not a few who not only can, but from circumstances must, provide higher instruction, if their pupils are to receive it at all. But, in the majority of cases, if a higher subject is to become more than a private hobby, such men will find either that it will interfere in some degree with their more urgent duties, or that in vidicating its priority in their own minds it will drive them ultimately within the pale of the secondary school." Specific subjects.

Mr. Harvey:—

"The county committee grant has occasioned some stir in schools intending to impart secondary or quasi-secondary education.

"In Wigtown a suitable addition to the Burgh School is in process of erection. It is the intention of the board to appoint an additional assistant, and to allow the headmaster to devote his whole time to the teaching of secondary subjects. It is not probable that the instruction will go much beyond the third stage of specific subjects in the Code. Children of the wealthier classes will, as formerly, go for secondary education to the larger towns. The board have very wisely remitted fees, and there is, therefore, here a chance for the children of the poorest parents in the vicinity obtaining a good education extending for three or four years beyond Standard V.

"The great reproach of our new system is that pupils (of eleven or even ten years of age) complete their education at the compulsory standard. No wonder if they are found to be in a surprisingly ignorant state three or four years afterwards, and no wonder if the work in the continuation schools consists in drill in the elements of arithmetic and composition. The funds at the disposal of the County Committee have afforded a splendid opportunity of removing this blot from our educational system. The Wigtown Board have done their part, and it is to be hoped that parents of the working classes will avail themselves of the chance of giving their children a fair start in life. The petty earnings that can be made by a child from eleven up to fourteen or fifteen years of age are surely not to be put in the balance against the advantages of a thorough grounding in education. In future years, too, should

technical or higher education be required, a well-grounded ex-VI. pupil can take advantage of the opportunities now so freely offered in the large towns, while a mere elementary pupil, who has left the day school at an early age, finds himself handicapped in his attempt to make progress in technical knowledge. The same facilities as at Wigtown are open to the poorest pupils in Maybole, Girvan, and Cumnock."

Mr. Fraser:—

"Instruction in Latin, Greek, modern languages, and mathematics is now largely confined to several of the largest public schools in Glasgow, in which the school board has established higher departments. Pupils are presented for the Leaving Certificate from these schools, and the results are encouraging. A few of the ordinary schools still attempt specific subjects with very creditable success. The upper department of Garnethill Public School has now been converted into a girls' high school, for which a brilliant future is anticipated. In Bute, excellent work is done in the higher subjects by the secondary department of Rothesay Academy, and on the borders of Dumbartonshire the academy at Lenzie provides very efficient instruction of the same kind."

Evening Schools.

Evening continuation schools constitute attractive and serviceable sequels to the day schools. They are steadily advancing in numbers, and presumably in efficiency, and are sensibly shaping themselves in accordance with varying local requirements. They have been placed on a better financial footing, the grant alone constituting a liberal endowment, and, as a consequence, they have pressed into their service an ample and competent teaching staff. The abolition of the age limit is a privilege which has been largely taken advantage of by men and women who desire to revive or extend their school acquisitions, or to improve their technical skill in the work lying to their hands. It is by no means uncommon to find among the most industrious learners men who in years are approaching the further limit of middle life. In one school a class of 22 men averaged 30 years of age. It is the practice of the Glasgow board to set apart a special room and a special teacher for adults wherever their numbers warrant such an arrangement. The teaching in such cases is for the most part tutorial and individual.

There is no grade in the ranks of labour which does not furnish resolute seekers after self-improvement and betterment in life. An underground navvy who had set his mind to gain a better job resolved to qualify himself for the lighter post of a car conductor. Last winter he attended an evening school almost without a single absence, and toiled nobly at such elements as were essential to the attainment of the object of his ambition. In a Catholic school one or two mothers, who were regular attendants, were sometimes forced to bring their younger children, who sat on the seat beside them, while they themselves were wrestling with the initial difficulties of reading, writing, and cyphering.

It has been customary for the Glasgow board to furnish a census of the scholars attending ordinary or advanced evening classes at a given date each year. The last return, taken on 30th November, showed an aggregate attendance of 12,383, the corresponding figures for the previous year being 11,083.

Mr. Fraser draws attention to the advanced profession in the superior type of Glasgow schools, and Mr. Wilson contributes the following notes on the work done in schools of less pretension:—

"Another great gain lies in the teaching of subjects useful in the avocation of life, especially of womankind. Cookery and dressmaking were naturally the first favourites. Laundrywork and cutting out underclothing had

many devotees, while shorthand and book-keeping, which under the old Code were in great favour, continue to appeal to large numbers of younger men and women who are looking forward to situations or advancement as clerks or shopkeepers. In the country schools, again, one lesson per week in singing was often successfully held forth as an inducement to attend the evening school. In a few city schools typewriting has proved a most attractive subject this winter.

"In a very few schools there have been exhibitions of limelight views, but more as entertainments to encourage good attendance than as directly bearing on the education of the schools. At the same time there can be no doubt of the healthy stimulating effect of such exhibitions on the general intelligence of the students.

"Reading especially was improved in intelligence by being freed from a pass examination. The teacher felt at liberty to discard the ordinary reading books and take up a story, or the newspaper, or a magazine, a supply of the back numbers of some magazines being readily given by some editors. Reading.

"In arithmetic there was usually less ground gone over, but the rules which were applicable to the trades of the majority of the class came in for special and more exhaustive treatment, and higher arithmetic, which was never touched in ordinary classes under the Code—such practical every-day sums as average, per-centage, profit and loss, mensuration, and sometimes even stocks—was regularly taken up in the more advanced classes. Arithmetic.

"The improvement in handwriting of the last few years was well maintained. Uniformity is, as a rule, aimed at, and the progress which a new pupil makes in adopting the upright or the Civil Service style is almost phenomenal. Handwriting.

"Composition is the least satisfactory subject in the evening as in the day schools. The commonly adopted half-hour lesson in each subject was too short for real progress in such a subject as composition. The few minutes' instruction in sentence formation at the beginning of the lesson, the announcement of the subject and directions as to its treatment left much too short a time for pupils' practice. Composition.

"It would be difficult to speak too highly in praise of most of the classes devoted to practical subjects, shorthand, book-keeping, cookery, laundry work, dressmaking, and cutting out.

"It is to be hoped that in a very few years the numbers in the standard subjects taken up in the day schools will decrease, and that there will be a corresponding increase in the numbers in higher subjects and technical classes."

Mr. Fraser :—

"After a full year's working of the new Evening School Code several points strike an examiner. My experience, it may be stated, is confined to six evening schools, in four of which the instruction is chiefly of an advanced kind, and the points I refer to are the large increase in the number of students—3,656 pupils were enrolled in the schools I examined—the wide range of age and vocation, the variety of the subjects taught and the difficulty of estimating results, especially in terms of a graded payment. In regard to this last point I may mention that while note has been taken of the character of the teaching, the exercise-books of the scholars and their responsiveness in class examinations, great assistance has been obtained in forming conclusions from a previous acquaintance with the methods and results of the teachers in the day schools. The greater proportion of the evening school teachers is supplied by the day schools, and while this is in some respects unfortunate for the teachers themselves, it is in most cases a guarantee that the work will be well done.

"The outstanding fact in connexion with evening schools is the enormous increase in the attendance. This is due to several causes, partly to the enlargement of the range of subjects, including the introduction of recreative subjects, partly to the abolition of the age limit, and to some extent to the abolition of fixed written examinations on stereotyped schemes of instruction. It is not difficult to understand how attendance in former years was injuriously affected by individual examination, particularly in the case of older pupils. To earnest, hard-working lads and girls who were studying for a definite purpose, these examinations did not matter very much: they rather gave definiteness and solidity to the work; but to the scholar who required to be Increase in attendance. Causes.

Adult scholars.

attracted to the evening school they mattered a great deal. Even under the present regulations, which are beyond all doubt sufficiently elastic, injudicious examination on the part of teacher or inspector would probably deter many of the adult pupils from attending evening classes. Except when the teaching takes the form of lecturing, grown up men and women, if not specially courageous, will hesitate to take advantage of what may be termed catechetical teaching, and their sensitiveness and lack of mental flexibility ought steadily to be kept in view. Individual deficiencies can be revealed without being exposed. After the novelty of sitting on school benches has worn away, there is no doubt that the adult pupil will be attracted in still greater numbers. Even as matters stand scholars above 21 years of age form about one-fourth of the total number enrolled in the High School, and about one-sixth in the City School.

Apparent disproportion between average attendance and actual attendance.

"The average attendance of an evening school, unlike that of a day school, is not even an approximate guide to the number of enrolments or to the percentage of absentees.

"Thus to take a single case. In the High School on Monday evening there are 17 classes taught between 7 and 10 p.m. These may be attended by 17 sets of individual pupils which would give an average attendance of only 5·6.

"In point of fact average attendance at an evening school can only mean the average number present during each hour of teaching, and not the average number in actual attendance every evening.

Inducements to attendance.

"The attendance in the Glasgow advanced evening schools is materially influenced by bursaries or scholarships awarded by the City and General Education Endowment Boards, and by money placed at the disposal of the School Board by the Burgh Committee on Secondary Education. One hundred and thirty bursaries were awarded by the first named last year, 50 for scholars commencing to attend, and 80 for scholars already attending advanced classes. During session 1893–4 also, the Marshall Trust paid the fees of several hundred scholars who had left the day school after passing Standard V., and were desirous of prosecuting their studies further in evening schools.

Punctuality and leakage.

"Punctuality, while not exactly a virtue in connexion with evening classes is, considering all the circumstances, satisfactory. In some schools a certain amount of time is allowed for assembling before the roll is marked, and as a rule lateness is due to causes beyond the control of the scholars. Message boys, for example, have to finish their errands, and shop lads have to see all customers served before they can attend school. The leakage of attendance that occurs in these cases is partly remedied by marking the roll every half hour. Special attractions such as concerts militate somewhat against regular attendance, and the youth who goes to school because his father compels him is also frequently a source of loss of revenue.

Subjects in the order of popularity.

"If scientific, technical, and recreative subjects are left out of consideration, the order of popularity of the branches taught in advanced evening schools in Glasgow may be indicated by the following table of enrolments:—

Shorthand	1,149
Writing and book-keeping	985
Arithmetic and mathematics	837
French	308
English	297
Latin and Greek	149
German	113
Gaelic	36

"In the same class of schools there are 476 pupils at physical drill, 458 at drawing, and 156 at vocal music. Drawing, however, is for the most part taught in connexion with the Science and Art Department. Technical and science subjects lying outside the prescribed curriculum prevent numerous pupils, and dressmaking is responsible for 329, cookery for 161, and laundry work for 105 scholars.

Remarks on the character of the teaching, &c.

"Shorthand and book-keeping classes are largely taken advantage of by clerks in offices and warehouses. A fair proportion of these classes consists of girls. Whatever may be thought of the educative value of these subjects, at least of the former one, the teaching is undoubtedly effective, and may be

expected to contribute largely to the wage-earning capacity of the scholars. It is generally found that girls do not make such rapid progress in book-keeping as men. In penmanship, though the teaching is rendered somewhat difficult in the case of older pupils by confirmed bad habits of letter formation, the results are excellent in one or two schools (such as Whitehill), and good in others. Uniformity of style is aimed at, chiefly that of the Civil Service kind.

"A great amount of labour is spent in drilling the pupils in arithmetic. Collective demonstration from the blackboard is varied by individual instruction at the desk. In the junior classes of schools examined by me, revision of the compound rules is felt to be absolutely necessary at the beginning of the session, and in other schools, doubtless, revision extends further back. After scholars have been divided into junior and senior classes according to their capabilities, it is found that there is still a considerable amount of diversity of attainment in each class, and it is not unusual to find one part of a class being initiated into new processes whilst another part is working steadily from the book. Mathematics, including algebra and trigonometry, is taught with success, but, as in arithmetic, the teacher has frequently uphill work.

"English, which in every class includes grammar and composition, is almost always found in conjunction with writing and arithmetic in ordinary schools. In the latter the instruction proceeds largely on the lines of the 5th and 6th Standards, and the scholars are mostly those who have been withdrawn prematurely from the day school for family or other reasons. It must be remembered that many girls are required by their mothers at home; and in some households the addition of 5*s*. a week to the parent's income means a transition from pinching poverty to comparative comfort. In the higher classes English always includes the study of a play of Shakspeare, or other classical production. In composition the usual mistakes are made by pupils who in fighting the battle of life have found little time for grammatical studies. But the instruction in this and other parts of the subject may be described as thoughtful and stimulative. In Latin and Greek the teaching is in general of a superior kind, and is found useful by pupil-teachers, backward students at the university, and embryonic clergymen or missionaries. In one of the Latin classes I noticed a little boy, a pupil in a day school, who at considerable inconvenience attended this class in order to prepare himself for a Marshall Trust Bursary competition. Modern languages are taught with care and success, though deficiencies in pronunciation are only too obvious. Some of the language classes aim especially at preparing scholars for the Pharmaceutical and Civil Service examinations.

"The hopeful thing about all the classes is that they are selected in the majority of cases by the pupils themselves. This ensures attention to the instruction imparted, and ministers also to the orderly behaviour that is essential to successful work. In cases where attendance is determined solely by the will of the parent, who wishes his children to be kept out of mischief during the evening, the self-determining activity that makes for progress is no doubt absent, but may be evoked by judicious method. The attractiveness of the teaching is impaired in a few instances by the large rooms, in which small classes are carried on, by over-heating (inseparable from the use of gas-light) and by inefficient ventilation. In conclusion it may be remarked that, whilst the Evening School Code has been conceived in the broadest spirit and accepted with the greatest enthusiasm, there is a large class of the population —the rougher elements of society—which has not yet been brought within its sphere of action." Drawbacks.

Dr. Smith:—

"Evening schools continue to increase in this district. Some are small, but in our industrial localities many are very large, rivalling indeed the day schools in size. It cannot be said that these large schools can justly be called continuation schools. While a good deal of advanced work is done in all, there are large classes devoted to the revisal, or, to speak more accurately, revival of what the pupils learned in their school days and have since almost completely forgotten. The evening school is the day school reversed, and it is the oldest pupils, and not the youngest, who are struggling with primers and simple addition. It is rather curious to see a father painfully re-acquiring these first

essentials of education, while his son can cheerfully undertake the Latin, mathematics, and shorthand of the more advanced classes. When, however, the adult pupils can really attempt the work of even the higher standards, they do it in a style which testifies to the greater maturity of their minds as compared with the children who learn the same subjects. There is often less precision in statement, but more originality in thought. Especially in their essays and compositions, I cannot but note how opinions which, whether right or wrong, are evidently based on personal experience, take the place of the borrowed platitudes and generalisations of the ordinary pupil. A natural preference is shown by the younger pupils for subjects which promise to bear practical fruit in life, and shorthand and commercial arithmetic among the boys, and cookery among the girls, remain consistently and universally popular. This practical quality is certainly the best and most commendable way of inducing pupils to attend an evening school. Others, such as the attempt to make the studies merely attractive, are often dangerous, though not wholly lacking in utility. Thus the use of the magic lantern in teaching geography, though good in making the subject real and vivid, is sometimes carried to such a point of entertainment that the class—sure in such circumstances to be a large one—regard the lesson much as they do a penny reading, and give most heed to the most trivial parts of it. Music classes, also, I have found made rather the medium of a concert by one or two skilled performers rather than a means of instruction to the class, which formed simply the audience. On the other hand, I can give the highest praise to the earnestness and sincerity with which science and art subjects are studied. There is a natural and healthy preference for those bearing on the industries of the district, and I consider that in these subjects especially the continuation schools will have a helpful effect on the intelligence and energies of our young men."

Mr. Bathgate :—

"The new Code for evening schools has not yet been in operation for a sufficient time to furnish materials for a complete report. The subjects of instruction chosen have, with few exceptions, been of educational value. The work in elementary subjects has, I have no doubt, been as efficient as hitherto. I would suggest that reading books of a more suitable kind might sometimes be selected. Neither the average school readers nor the more elaborate descriptive passages of Scott seem to me specially adapted for practice and pleasure in the continuation school. A book like Lamb's Tales from Shakspeare, in which the language is excellent and not too complex or ornate, and each lesson is complete and interesting in itself, seems to me to come much nearer the ideal. Copy writing is still too much practised, to the neglect of current hand and composition. The classes which I have examined in languages and mathematics have in a good many cases done better work than formerly, and the teaching seems to have been more intelligent and elastic. One class examined in the indefinite subject of civic duties showed creditable information in general and practical knowledge."

Mr. Waddell :—

Evening schools.

"It is most satisfactory to observe that evening continuation schools are steadily and rapidly advancing in numbers, popularity, and efficiency. On the first issue of the new Code of regulations for them, I sent a circular to the clerks of the various school boards, in which attention was directed to the new conditions under which such schools were to be conducted and the advantages connected with the arrangements thus made. Boards have taken a most creditable interest in the matter, as the following remarks from Mr. Wilson, who has supervised the schools with great care and skill, will show.

"In this district the advent of the Evening Continuation School Code gave a special impetus to existing schools, which had hitherto been receiving increasing attention from both school boards and teachers. This year 45 schools were opened as compared with 29 last year. Seventeen schools were opened for the first time. Four on last year's list did not reopen, three of them being small, and one having no suitable teacher to carry it on.

"With the increase of schools there has been a corresponding increase in the number of pupils of both sexes. The enrolment consisted of one pupil under

12 years of age, 90 under 13, 347 under 14, 481 under 15, 461 under 16, 367 under 17, 267 under 18, 206 under 19, 134 under 20, 82 under 21, and 275 over 21. Of these 2,200 were males and 511 females. Males between 15 and 16 years of age, and females between 14 and 15 were in the majority. The average age of the pupils was 16. The greatest number present when the schools were visited was 1,466 males and 324 females.

"Instruction was given in 27 different branches. By far the largest presentation was in arithmetic, while reading, writing, and composition still held their ground in point of popularity. Book-keeping, shorthand, and mensuration continued to make good headway. Needlework was taught in comparatively few schools, and these were the ones that professed domestic economy. It was disappointing to find that cookery, which would undoubtedly be of immense value to the class of pupils attending the evening school, was for the most part a neglected branch. It was only in cases where it was taught in the day school, that it formed a part of the evening school curriculum. It ought, however, to be mentioned, that a large class chiefly composed of mill workers was exceptionally well taught in Tillicoultry School. No board has as yet made an effort to introduce laundry work, though there is some probability that dress making will be taught in at least one town school during the coming session."

I have the honour to be, &c.

R. Ogilvie.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

Name of Subject.		District No. 7 (Mr. Waddell.)				District No. 8. (Dr. Ogilvie.)				District No. 9. (Mr. Bathgate.)				District No. 10. (Dr. Smith.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	224	103	32	358	1,226	281	87	1,594	441	138	7	586	467	148	33	648
	Per-centage passed	88°	73·5	90·6	81°	84·7	88·4	79·3	84·2	80°	78°	28°	70°	90·1	90·6	93·9	91·1
2. Latin	No. presented	179	68	24	271	478	243	42	763	144	57	3	204	514	240	114	868
	Per-centage passed	79·9	77·9	75°	78·96	76·4	81°	85·7	80°	56°	21°	33°	49°	97°	98·7	99·1	97·8
3. Greek	No. presented	1	1	—	2	10	8	1	19	—	—	—	—	34	1	3	38
	Per-centage passed	100	100	—	100	100	100	100	100	—	—	—	—	100	100	100	100
4. French	No. presented	287	85	11	384	1,075	340	107	1,522	546	141	41	728	971	440	127	1,538
	Per-centage passed	79·1	77·6	87·8	74·87	85·7	80·5	90·8	85·4	76°	83°	73°	77°	92·5	97·7	100	94·4
5. German	No. presented	7	7	2	16	207	68	17	292	35	11	—	46	95	25	—	120
	Per-centage passed	85·7	85·7	50	81·25	81·3	91°	70·6	83·2	83°	100	—	95°	100	100	—	100
6. Arithmetic	No. presented	179	120	90	389	75	95	17	187	116	54	35	205	208	115	94	417
	Per-centage passed	78·2	84·1	80·3	81·5	77·3	69·4	100	80·2	95°	93°	94°	94°	95·6	97·3	100	97·1
7. Dynamics, Elementary	No. presented	386	214	139	739	240	264	206	710	364	22	158	544	815	581	272	1,668
	Per-centage passed	79·3	89·1	91·6	85·3	88·7	82·9	79°	83·1	78°	77°	94°	85°	95·2	99·1	98·6	97·3
8. Shorthand	No. presented	117	18	1	136	165	41	—	206	123	5	—	128	13	21	5	39
	Per-centage passed	89·7	100	100	91·1	86·7	87·8	—	87°	81°	100	—	82°	100	100	100	100
9. Animal Physiology	No. presented	26	35	1	72	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	92·2	85·7	100	91·6	—	—	—	—	—	—	—	—	—	—	—	—
10. Mechanics	No. presented	—	—	—	—	17	11	5	33	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	94°	90·9	100°	94·1	—	—	—	—	—	—	—	—
11. Magnetism & Electricity	No. presented	14	6	18	138	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	93·1	100	83·3	88·7	—	—	—	—	—	—	—	—	—	—	—	—
12. Book-keeping	No. presented	42	25	4	71	58	1	—	59	99	18	—	117	75	—	—	75
	Per-centage passed	80·6	91·3	100	84·1	86·2	100	—	86·4	97°	83°	—	93°	100	—	—	100
13. Botany	No. presented	—	6	1	7	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	100	100	100	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15. Gaelic	No. presented	—	—	—	—	93	1	9	103	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	86·4	0°	100°	85°	—	—	—	—	—	—	—	—
16. Chemistry	No. presented	4	7	14	25	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	75°	100°	100°	96°	—	—	—	—	—	—	—	—	—	—	—	—

Appendix—*continued.*

Name of Subject.		District No. 11. (Mr. Marshall.)				District No. 12. (Mr. Harvey.)				District No. 13. (Mr. Jolly.)				District No. 14. (Mr. Boyd.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	367	25	32	424	190	59	17	266	287	83	23	393	853	301	69	1,223
	Per-centage passed	75·4	91·5	93·7	79·7	77·8	76·3	82·4	77·8	80·1	71·1	91·3	78·8	87·9	86·4	86·9	87·5
2. Latin	No. presented	134	76	29	239	145	65	31	241	341	128	47	516	592	321	133	1,046
	Per-centage passed	89·5	85·5	89·6	88·2	84·8	93·8	87·1	87·6	77·7	84·3	87·2	80·2	80·2	82·9	89·5	82·2
3. Greek	No. presented	8	—	—	8	—	1	1	2	13	8	5	26	33	17	—	50
	Per-centage passed	100	—	—	100	—	100	100	100	100	100	100	100	87·9	76·5	—	84·
4. French	No. presented	245	77	27	349	174	73	42	289	1,101	480	159	1,740	1,277	539	196	2,012
	Per-centage passed	82·8	85·7	96·2	84·5	81·	84·9	97·6	84·4	85·8	86·4	85·5	86·	90·3	90·	100	91·2
5. German	No. presented	3	4	—	7	19	13	4	36	185	53	13	251	124	70	21	215
	Per-centage passed	100	100	—	100	89·5	100	100	94·4	98·3	94·3	100	97·6	90·3	90·	100	91·2
6. Agriculture	No. presented	155	48	2	205	293	46	35	374	160	108	2	270	364	105	56	525
	Per-centage passed	76·7	87·5	100	79·5	76·8	82·6	77·1	77·5	86·2	88·8	100	87·4	84·1	91·4	89·3	86·1
7. Domestic Economy	No. presented	241	158	103	502	271	157	160	588	429	775	448	1,652	986	552	411	1,949
	Per-centage passed	82·5	93·	82·5	85·8	69·7	86·6	87·5	79·1	88·8	86·7	93·1	88·9	80·9	83·2	90·3	83·5
8. Shorthand	No. presented	23	—	—	23	—	—	—	—	182	29	4	215	208	78	12	298
	Per-centage passed	91·3	—	—	91·3	—	—	—	—	93·8	86·2	100	93·	80·8	93·6	91·7	84·6
9. Animal Physiology	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	89	83	75	247
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	84·3	87·9	89·3	87·
10. Mechanics	No. presented	—	—	—	—	—	—	—	—	23	12	12	47	16	—	—	16
	Per-centage passed	—	—	—	—	—	—	—	—	82·6	91·6	100	89·3	50·	—	—	50·
11. Magnetism & Electricity	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	8	—	5	13
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	67·5	—	40·	69·2
12. Book-keeping.	No. presented	17	—	—	17	5	—	—	5	50	2	—	52	204	66	76	346
	Per-centage passed	94·1	—	—	94·1	100	—	—	100	78·	100	—	78·8	82·8	84·8	82·9	83·2
13. Botany	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	57	6	—	63
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	70·2	100	—	73·
15. Gaelic	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	85	57	17	159
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	82·4	89·5	82·3	84·9
16. Chemistry	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	23	—	23
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	78·3	—	78·3

General Report, *for the Year* 1894, *by* T. A. Stewart, Esq., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Northern Division *of* Scotland.

My Lords, Aberdeen, January 1895.

I have the honour to present my report on the Northern Division of Scotland. There is no change to chronicle since last year, either in the extent of the Division or in the composition of the working staff.

I.—School Supply.

Awakened activity in Aberdeen.

In Aberdeen signs of awakened activity are apparent, caused by the recognised necessity of working off arrears. I do trust that the present Board, with a single eye to the interests of education, will boldly and promptly grapple with and solve the whole problem. The beginning and end of the solution, I venture to think, is immediate and sustained action.

Projected work.

A large school at Broomhill approaches completion; enlargements and improvements at Porthill Public School have been carried out, and plans have been prepared for large new schools at Torry and Kittybrewster, and for a school to accommodate the pupils taught in the Northfield and Westfield schools—two buildings much out of date.

The Central School.

The Central School (formerly Girls' High School) has been reconstructed so as to contain all the Ex-VI. pupils taught previously in the free schools of the city. Already 200 pupils are in attendance. The experiment originated chiefly in the necessity of avoiding overcrowding in some of the schools, but it has now assumed an important educational aspect to which I shall refer later on.

Class-rooms for secondary education.

In the county of Aberdeen several class-rooms have been built, or are being built, to provide space for pupils studying the higher branches. The Aberdeen County Committee have allocated 1,600*l.* to assist school boards in the erection of these rooms. Great care has been taken to secure that no portion of the money shall be devoted to meeting any obligations regarding elementary education, and in this way saving the rates. The grant was in all cases regarded as a supplement to, not a substitute for, local effort.

Strichen.

A notable remodelling of an old school building which has effected a complete transformation has occurred at Strichen, where, at the cost of 1,200*l.*, rooms with all the best modern fittings and appliances, and with furnishings and appointments in every way admirable, have been erected to promote the development both of primary and secondary education. Half the sum was, on investigation, reasonably regarded as having been incurred for the latter. Consequently the county committee has awarded the handsome subsidy of 300*l.*

Other schools.

The other schools to which help has been given, usually of 100*l.*, are Ellon, Kintore, Kemnay, Insch, Udny, Newmachar, Rayne, Inverurie, Torphins, Methlick, and Maud.

New school at Maud.

In the case of Maud the school boards of Old and New Deer have appointed a joint committee with a view to the erection of a combination school, at this important railway junction,

to take the place of two school buildings, Honeynook girls' and Bank boys' schools, both condemned in my last annual report as having ceased to fulfil the conditions for a grant. A secondary department is to be added, costing 300*l.*, of which the county committee are to contribute two-thirds. This will be a school with great possibilities for the future.

New Deer School.

The New Deer School Board have decided to abandon Brucklay Infant School, an erection that has been a chronic nuisance both to educational and sanitary authorities, to erect a new infant school and teacher's school house, and to convert the present house into a class-room for cookery and laundry work. Bulwark School has been converted into an infant school, and the remaining school "on the list" last year, Maryculter boys', is to be discontinued, and new buildings are to be erected to contain the pupils taught there and those educated in a neighbouring school. New schools are to be built also at Peterculter and Cults.

Maryculter and Peterculter.

These steps are all, in my judgment, in the right direction; they are in the lines of an enlightened educational policy which speaks volumes for the intelligence and courage of the school boards who have carried them through, often in the face of serious local obstruction.

Old Deer; new policy.

At Old Deer the graded school has, at the desire of the majority of the board, been broken up, and the girls' school resuscitated. As a piece of educational policy this is probably a mistake, but as the best policy for restoring some measure of tranquillity to that tempestuous neighbourhood the step is possibly a judicious one. Anyhow, the people of Old Deer should know their own business best, and they must take the responsibility for the consequences, good or bad.

Dundee and Broughty Ferry.

Mr. Calder also marks with pleasure the "great activity in providing "school accommodation in Dundee," but points out that additional accommodation will soon be necessary in Broughty Ferry.

II.—Attendance and Per-Centages.

Summary of Northern Division, 1894.

No. of District.	Name of District.	Number present at Inspection.	Number in Average Attendance.	Number examined in and under Standard III.	Number examined in Standards IV. to VI.	Number examined in Ex-VI.
15	South Forfar -	34,590	29,876·4	24,227	9,347	785
16	North Forfar, &c. -	15,019	12,831	10,207	4,371	357
17	Banff, &c. - -	17,027	14,483	11,254	4,762	890
18	Aberdeen, &c. -	57,634	51,113·7	38,582	16,709	1,989
19	Caithness, &c. -	14,946	12,680	9,533	4,451	925
20	Elgin, &c. - -	11,352	9,921·2	7,486	3,356	490
21	Inverness, &c. -	18,590	15,084	9,434	5,216	875
	1894. Totals -	169,158	145,989·3	110,723	48,212	6,311
	1893. Totals -	160,809	138,395	107,758	46,253	5,762
	1892. Totals -	160,332	136,157	107,477	46,129	5,729
	1891. Totals -	167,030	141,286	99,799	51,771	5,659

Statistics.

Before drawing any deductions from the above table, and, indeed, from any of the tables in this report, I would point out that, while they have been prepared with Mr. Craigie's faultless accuracy, they are to be accepted with limitations as an embodiment of the truth.

Effect of Art. 10.

The disturbing element of Article 10 must be eliminated. An Inspector may, in an emergency of over-pressure, recommend some of the best schools for payment of grant under this Article, and so his statistics suffer. And then epidemics are uncertain in outbreak. The past year seems to have been singularly free from these scourges till quite recently. How are we to decide that the attendance, or, rather, the regularity of attendance, has improved because the numbers in attendance have increased?

Not much to go upon.

Looking at the above table we observe that there is a rise in the average attendance of 7,594 since last year (1893) of 9,832 since 1892, and of 4,703 since 1891. Unless we could eliminate the increase of population, epidemics and Article 10, there is not much to argue about here.

Irregularity of attendance unchanged.

I am not aware of any noticeable change in the matter of irregularity of attendance, and, like my colleagues, I have no fresh suggestions to offer.

Mr. Whyte.

Mr. Whyte refers again to the leading causes of irregularity, and shows that people who ought to know better are apt to wink hard when their own personal convenience at sport or play is concerned. He urges a wider area for prosecutions, and again recommends an attendance limit instead of an age qualification as a cure so far.

Mr. Calder.

Mr. Calder deals with the subject chiefly in connexion with the discontinuance of attendance in Standards III. and V., and gives some very interesting details. He approves of an age limit as well as a standard test, unless the test is raised to Standard VI.

Mr. Lobban.

Mr. Lobban reports continued improvement in the matter of attendance in a district where it must be most difficult to secure anything like regularity. He draws attention to the fact that the attitude of boards has greatly changed for the better, points out the difficulty caused by the "casual withdrawal of children by parents on the slenderest grounds," and refers with satisfaction to the operation of the Highland Minute.

Attitude of boards improved.

Highland Minute.

Per-centages.

In my report of last year full details were given of the variations in the recommendation of the grants for discipline, class subjects, and general efficiency. It was premised then that the figures should be interpreted conditionally, as a large number of schools had failed to be inspected. During the past year epidemics have not been so much in evidence, and whether for this reason or for the other, that the omitted schools last year were in some cases the best ones, the statistics this year show gratifying progress, and a tendency towards reasonable approximation.

Epidemics not so prevalent.

Tendency towards approximation.

Increase of numbers.

The numbers present show an increase in all the districts except North Forfarshire, where there is a falling off of 423. The total increase is 8,349. The increase of the numbers presented beyond the standards is 549.

Comparison of per-centages.

Discipline.

All the districts show a rise in the higher award except Elgin, where it is practically the same as last year. The difference between the awards in North and South Forfar, which last year was 19 per cent., is this year only 14 per cent. Caithness has risen from 52 to 70 per cent.

South Forfar, Aberdeen, and Banff again appear at the top of the list, and in the same order as last year. Inverness again stands lowest. Singing.

Lower section of schools. Children in and under Standard III. Merit grant.

North Forfar and Banff awards have fallen by 6 per cent. South Forfar and Aberdeen have risen by 8 per cent. Caithness has risen by 11 per cent. Elgin and Inverness are practically the same as last year.

Upper section of schools. Children in Standards IV., V., and VI. :—

Elgin and Caithness awards have risen by -	11	per cent.
Aberdeen award has risen by - - -	5	,,
Banff ,, ,, - - -	3	,,
South Forfar and Inverness awards have risen by - - - - - -	2	,,
North Forfar has fallen by - - -	4	,,

In English the per-centage of schools earning the 2*s.* grant has risen in Aberdeen, South Forfar, and Elgin by 8·5 per cent., 4·3 per cent., and 5·7 per cent. respectively; in Caithness by 17 per cent., and in Inverness by 6·8 per cent. In Banff and North Forfar it has fallen by 8·6 per cent. and 11·7 per cent. respectively. English.

The Aberdeen, Caithness, South Forfar, and Elgin awards have risen by 3·4 per cent., 19·7 per cent., 4 per cent., and 2 per cent. respectively. Those of Banff, Inverness, and North Forfar have fallen by 6·2 per cent., 1·2 per cent., and 5·3 per cent. respectively. Geography.

Aberdeen, Caithness, South Forfar, and Elgin awards have risen by 3·7 per cent., 15·5 per cent., 12·4 per cent., and 4·5 per cent. respectively. In Banff, Inverness, and North Forfar they have fallen by 1·3 per cent., 1·6 per cent., and 7·7 per cent. respectively. History.

Mr. Lobban sends me an explanation (to which reference may most appropriately be made at this stage) in regard to a remark made in my last annual report, that the Caithness award (merit grant) was "possibly "on the severe side." Mr. Lobban's explanation.

He says:—

"For the last year or two I have found it impossible to overtake all the work of my district, and grants have been paid to a large number of schools without inspection. Naturally several of my best schools were in previous years omitted in this way, my rule being, as far as possible, to visit all the weak or doubtful ones in order that they might reap the benefit of any improvement in their position. But we cannot go on leaving out the same schools year after year, and I find that, of the 15 schools omitted this year, not one has ever got an 'excellent' mark, a fact alongside which I may place this other, that my 'excellents' under 19 B. 1. (*a.*) and 19 B. 1 (*b.*) are respectively 14 and 13 per cent., figures which I suppose bring me more nearly into line with my neighbours."

Mr. Lobban also refers to the great number of untrained teachers in his district arising partly from a desire on the part of the boards to encourage the home product, and partly from the difficulty—an increasing one—of obtaining suitable trained teachers, and "even when trained "teachers are imported, the chances are that they will take the first "favourable opportunity of migrating to more congenial climes." Untrained teachers.

III.—Standard Subjects.

Little that is new can be registered in the teaching of these. By general consent, progress, secure if slow, is being made in reading, writing, and arithmetic. It is now acknowledged on all hands that

reading and writing must be *taught* on definite principles. The continuous hum or scrape when these branches were switched on for an hour in the daily routine is pretty much a goblin of the past. Clear and distinct enunciation, correct pronunciation, proper grouping and phrasing, natural and pleasing modulation and expression, avoiding both bombasm and monotone—these are the features we have strenuously sought to inculcate, with, it is pleasant to add, a very gratifying measure of success. And these are not intuitions but acquisitions gained by imitation in the first instance with explanation of principles to follow, so as to guide subsequent unaided effort. To assume that because a child may know the meaning of a passage, he will be able to read aloud with proper modulation and expression is about as absurd as it would be to place a violin in the hands of an untrained performer and expect him to play with due expression a piece of music put before him.

The requirements in reading.

Acquisitions not intuitions.

Help and hints from inspectors to teachers.

Both in reading and writing a large part of the development and progress is unquestionably due to the friendly hints and suggestions given by my colleagues in the district to young teachers on inspection days. I have no doubt that similar methods are adopted in other districts with equally good results.

Mr. Muir.
Mr. Andrew.
Mr. Whyte.

Mr. Muir fears that reading deteriorates as the standards advance. Mr. Andrew and Mr. Whyte urge a wider course of reading, and the latter repeats his contention in favour of school libraries.

Libraries should be insisted on.

I think the time has come when these should be demanded as a necessary complement to school life, and either encouraged by special grant or compelled by reduction of the general grant. Mr. Whyte draws attention to the faulty pronunciation of consonants.

Writing.
Civil Service style.
Question of style.

Great difference of opinion appears to exist as to what the Civil Service style (which everybody recommends) is or is not. Although two years ago I specifically described the style in vogue in the North as characterised by spaced-out letters, narrowed m's and n's, &c., and added that a tendency to make the letters perpendicular or to slope them slightly backward should be avoided, two rival publishers have quoted my commendation of the Civil Service style as a "puff" of their systems to neither of which did my remarks apply. I am not aware that any publisher has the monopoly of the system described by me, and if he had I should certainly not mention his name. But really it matters little what style is adopted if it is a style, if it is teachable, and if it is taught. Teachers will soon find out the style they can teach to the best advantage, and while there may be many styles in a district there should be only one in a school. The folly of procuring copybooks and setting the pupils to imitate the headlines instead of teaching them the principles of the formation of each stroke and curve need scarcely be pointed out—yet the warning is not wholly unnecessary.

One school one style.

Arithmetic.

The reports are generally favourable and satisfaction is expressed that the decimal and metric systems have not been demanded at present. There is an expression of regret that so little time can be spared for mental arithmetic in the higher standards. Mr. Andrew has a very fresh and valuable suggestion regarding the grouping of classes for this subject and for revisal generally.

Mr. Andrew.

Composition.
Difficulties.

While the three stock subjects may be regarded as on a sound and satisfactory basis, one branch which includes writing and spelling has been the subject of chronic adverse criticism. I refer to composition. The importance of the subject and the difficulty of teaching it are allowed on all hands. Lack of imagination, of wider reading, of school

libraries, of constant practice beginning at the earliest stages in the formation of correct and idiomatic sentences, the apathy of teachers, who with a spark of enthusiasm and special effort might develop this exceedingly useful subject—all these have been commented on from time to time.

Old grammars. Paraphrasing.

We might with advantage hark back to the methods of old-fashioned grammars, where sentences were given to be corrected, and the very useful gymnastic of paraphrasing would also be of service. Some people despise this method because the result is not literature. Neither are the school boys' or students' renderings of English passages into Latin or Greek—literature, but the exercise is a valuable gymnastic all the same. I would draw special attention to Mr. Andrew's remarks on this subject. He suggests a very stimulative programme of work. Mr. Whyte also contributes valuable counsel.

Mr. Andrew's suggestions.

IV.—Class Subjects.

English unsuitable passages for repetition.

Much dissatisfaction is still expressed regarding the passages selected for repetition, and several inspectors are surprised (and I fully share the surprise) that teachers should tolerate the tiresome repetition of doggerel all the year round.

Grammar appears to be taught in a way to secure general approval.

Geography and history.

Of geography and history not much is said. The advantage of dropping a third-class subject is referred to by Mr. Robertson.

Science.

Science makes somewhat slow progress. Wherever it has been attempted the observing and reasoning faculties of the children have been quickened to an extent that no teaching of geography or history, however successful, can rival.

V.—Specifics.

Increase and decrease of presentation.

The total number of presentations in 1894 has increased since 1893 by 1,660.

Mathematics shows an increase of			619	In the 3rd stage,	nil	
Latin	„	„	560	„	„	54
French	„	„	307	„	„	53
German	„	„	40	„	„	nil
Greek	„	„	37	„	„	13
Agriculture	„	„	213	„	„	nil
Domestic economy		„	135	„	„	—

Mathematics, German, and agriculture have fallen off in the 3rd stages by 25, 28, and 79 respectively.

The subjects that show a decrease are navigation (109), book-keeping (105), and phonography (75).

The revival of the higher branches

It is very refreshing to find that the teaching of the higher branches is in so promising a condition. Doubtless the aid given by the county committees has tended to foster this revival. An interesting point may be mentioned here. In their first scheme the Aberdeen County Committee decided to give a sum of 3*l.* for every "good" as opposed to "bare" pass in the 3rd stage of a secondary subject. But under the

Aid from county committee.

stimulus of such recognition it is found that the passes in the 3rd stage are invariably "*good*," so that the restriction has meantime been dropped.

VI.—Classification and School Staff.

Defects in classification.

In my report for 1893 I drew attention to what appeared to me to be a mistake in organisation, namely, the detention or retention of the same teacher for a number of years in charge of the same standard. In addition to the time lost in the transference of the children to a new teacher who must acquaint herself with their dispositions, there is the deadening effect of piece-work. What is a teacher who has for 10 years conducted a 2nd Standard fit for? Simply for teaching Standard II. and no more. With a rotation of classes, say from Standard I. to Standard IV., not higher, save in exceptional cases, the female teacher would carry on the same pupils from year to year. No doubt at the end of the fourth year she would have to go down to the plain like Sisyphus, to roll the stone up again, but this is no degradation. It is simply the repetition of an honourable experience. I said "up to Standard IV." because I think that, as a rule, in our large schools Standards V. and VI. should be taught by male assistants. Another point is that when the same teacher carries on the work of a class for several years she will take care to cause the teaching to overlap a little so as to prepare for the following year. The isolated teacher of Standard II. has no encouragement to teach beyond the exact requirements of her standard, and so the educational product is "a length" with no margin. Another point that strikes me is that in our large schools we appear to be drifting away from the mixed system. When the numbers are large, boys and girls are separated and taught by different teachers. This is, in my opinion, a retrograde method. When girls and boys are taught together, the former gain in smartness, activity, and self-reliance, the latter in gentleness and courtesy; when taught separately, the girls are apt to become soft, slow, and sheepish, and the boys rough and rude. Another important point in classification is the following. In the case of a large new school where the pupils come dropping in day after day, the difficulty of placing them in a suitable class must be very great. In such circumstances it may be advisable for a time to form a class for the backward children for special drill, but to continue this method, when the natural remedy is a thorough-going system of classification, is an educational policy of very doubtful expediency. The backward pupils who are able to go on with the rest —although not so fast—are much more likely to make good progress when they are associated with their brighter companions, and stimulated by their intelligence, than if they are labelled "awkward squad," and consigned to a class-room where all hope must be abandoned. Nor is it a healthy or humane conception of education to select the bright and brilliant, and to elevate them into a caste of their own, leaving the dullards to plod along uncheered by the society of comrades who happen to have more or better brains.

Teachers should not be confined to one class.

Male teacher for large standards above IV.

Advantages of rotation.

The mixed system being neglected.

Advantages of mixed classes.

Backward pupils should not be taught alone.

Advantages of mingling with brighter ones.

Difficulties of small country schools.

Attention is drawn by several of Her Majesty's Inspectors to the staffing of schools, to the difficulties that small country schools have to contend with where one teacher has to conduct a large number of classes, and where the sympathy of numbers is wanting. It is also noted that school boards seem to forget that the minimum staff is meant

merely for the minimum or compulsory work (reading, writing, and arithmetic), and that where (as fortunately is usually the case), other subjects are taught, it is quite inadequate.

I have no doubt that the difficulty of getting teachers to take charge of small country schools or to remain in charge of them is increased by the attitude referred to, and while I would plead for generous treatment, for sympathy and encouragement, and for loyal support on the part of managers and parents, on general grounds, there can be little doubt that the added stimulus to a teacher's energy will amply repay any such kindness in the improved quality of the education of the children; while neglect and grumbling as to the teacher's salary tend only to paralyse effort and to send the hard-worked teacher disgusted away.

Reduction of salaries fatal to educational efficiency.

It sometimes happens that if a good salary, say 170*l.*, is given to a teacher in a small school, it is reduced to 100*l.* when he leaves. This, although meant to save the rates, is a deadly blow at educational efficiency.

Persecution.

Cases of persecution are not so common as they used to be, but a very bad case was brought under my notice the other day. Such and the like tend to bring the profession into discredit, and to cause the scarcity of teachers of which we hear so much. But it would not be fair to leave this branch of the subject without referring to the courtesy and consideration of many school boards who treat teachers as human beings in need of sympathy and very grateful when they receive it.

Courtesy.

VII.—Infant Departments.

No part of our elementary school work can be reported on with more confidence and pleasure than our large infants' schools. In these the happy combination of amusement with instruction tends to develop all that is best and most engaging in child nature. A great deal is done too that cannot well be recorded in words, in the way of formation of character at the earlier stages. The little folk are trained to be clean and tidy, smart, honest, and polite, and one cannot but think that the bright rooms with pictures and attractions of all kinds must serve to elevate the children's conceptions of what their homes might be with a little more taste and care.

The moulding of character

In the country schools the single-handed teacher has little time to spare on the infants—the most restless of her flock—and she cannot be expected to reach the attainments of a city school; yet it is wonderful what enthusiasm effects even under these disadvantages.

VIII.—Discipline.

I have already referred to the teacher's influence in moulding the character of infant children. This process is perhaps more difficult as the age of the children advances and as the effect of direct discipline decreases. The older children must be greatly led by the teacher's own personal power of attraction. Here explanations of the reasons for certain lines of conduct should be given and a breach of school discipline might form a valuable occasion for an object lesson on the subject. But, as soon as may be, the children should come to regard the teacher as a fellowworker and friend who is doing his utmost to enable them to turn their time to the best account at a period when, if

Teacher's personal influence.

Attitude of children towards teachers.

it is lost, it can never be regained, and they should have some idea that their probable success in after-life will depend not only on the sound and thorough education they are receiving, but also on the fruitful efforts of the teacher to form their characters bit by bit, and to make his pupils honest, intelligent, and industrious men and women. Nor should they fail to be taught the alarming lesson that their characters are slowly fixing and crystallising irrevocably for better or worse.

Mr. Andrew. I would draw attention to Mr. Andrew's remarks on the subject of personal influence.

IX.—Singing.

Progress. The higher grant is most frequently earned in South Forfar and Aberdeen. Pupils are now becoming much better acquainted with the ear and time tests. An easy piece of music in two or more parts (unseen before) is readily rendered in our city schools, and more difficult pieces, specially prepared, have frequently been sung with precision and harmony.

Mr. Litster. Mr. Litster, who has charge of singing in the Aberdeen board schools holds at the close of each year a grand musical fête, with some play, such as "Aladdin and the Wonderful Lamp" or the "Babes in the Wood" to set off both action and music. Selected children are brought from a number of schools, enough to form a very large choir. It must take a world of trouble and practice to bring these children to sing as they do, in excellent time and tune, with taste and melody. The proceeds are entirely devoted to charitable objects, such as the Children's Clothing Association.

X.—Sewing.

Satisfactory condition. Fifty-six schools in the division (the same number as last year) took up needlework as a class ubject. Forty-four of them earned the 2*s.* grant; the remainder the 1*s.* grant. The work generally is highly satisfactory, and in some of our schools reaches a level of marvellous excellence.

Mr. Andrew. Mr. Andrew suggests that in large secondary schools the girls might be relieved from sewing altogether.

XI.—Drill.

Advantages. No school with any ambition or any pretension to modernity is found lacking some form of this most useful branch. It is not difficult to tell, when one enters a school, by the erect carriage of the children, by their instantaneous obedience and soldier-like activity of movement,

Should be paid for whether drill has been taught or not. The time has, I think, now come when this subject should either be specially paid for by an addition to the grant or be included under the head of discipline as one of the conditions of the higher award.

Certificates. Teachers should be encouraged to qualify themselves by certificates from Physical Training Colleges, such as the Aberdeen one, of which

Major Cruden. Major Cruden is the moving spirit. To him more than to any one

else belongs the credit of having pioneered the whole movement in the north.

The money stimulus would undoubtedly foster a branch of which many people speak with gratitude, because, apart from its other benefits, it has often restored appetite, vigour, and health to sickly frames, and if the body reaps benefit the mind will share and share alike. Benefits to health.

XII.—Pupil-teachers.

In the Northern Division, in 1894, 30·5 per cent. earned the 3*l.* bonus; in 1893, 35·7 per cent., so that matters are going from bad to worse. Severe strictures were passed on the present condition of affairs in my last report both by several of my colleagues and myself, but it is unnecessary to repeat these now as I understand that my Lords have been investigating the whole question with a view to place the system on a more satisfactory basis. Bad to worse. Whole question being considered.

An interesting educational experiment, to which reference has already been made, may be recalled in this connexion. The Aberdeen School Board have gathered into a central school the pupils beyond the standards who were formerly taught in small numbers in the free schools. This school with a special and separate staff of teachers seems likely to form a nursery or preparatory class for candidates who seek to fill the office of pupil-teacher. A nursery.

Here the sympathy of numbers and the stimulus of competition which could scarcely operate among the isolated driblets who were taught in the other schools, and remained in them only till some appointment opened, have induced the pupils to attend regularly and to stay on until their elementary education at least is fully completed, with no mean grounding also in the higher branches. It is gratifying to note that a large number of pupils attending this school passed successfully at last inspection the examination for the merit certificate. Whether Standard VI. (so long as it is not the compulsory standard) might not be treated in similar fashion is a question to be considered. In many cases the gain to the children would be unquestionable, but the depletion of the other schools, depriving them of their higher classes, would probably be found to involve serious and unanswerable objections. Advantages

XIII.—Evening Continuation Schools.

It was premature to say much of these last year, because at the time the report was written very few had been visited, and any remarks would have savoured rather of prophecy than history. But after a year's experience it may confidently be stated that while grave defects have to be referred to, a very great deal of useful and sound work has been overtaken.

The term *continuation* does not exactly describe the nature of these schools, especially in the country. Many of them are rather *revival* schools. Men of all ages welcome them as holding out opportunities of going back on their early school life and picking up something they have lost there —ploughmen plod their weary way to these schools for self-improvement— the father often sits on the same bench as his son. There is I presume no harm in all this, although the original intention of the movement is scarcely realised. Term continuation does not apply to all.

Objections.

The only defects that need be referred to are :—

(1.) That children who have already spent some five or six hours in a day school should not have to resume work even on other subjects at an evening school, but this is not a common practice.

(2.) Teachers can have little time for private study and preparation of lessons if their evenings are taken up at this work. It may of course be replied that these schools are open only during a short period of the year.

(3.) And chiefly; school boards in several cases have shown the greatest apathy and indifference. Cases of "farming," which is expressly forbidden, have been reported to me by my colleagues, and I have in consequence issued due warning that no grant may be paid. In some cases the teacher has had to furnish his own fire and light! One pens the fact with supreme disgust.

Very full and valuable contributions have been sent me on this new departure in education. I regret that there is no room for them all, and I append a brief synopsis with a few extracts later on.

Gordon's College. Admirable work.

I examined myself Gordon's College Evening School, a model in every way. Here work of this nature has been carried on for years, and here it reaches the highest pitch I have ever seen. It is a very pleasant sight to witness the infectious enthusiasm of young men and maidens who spend their evenings in this admirably conducted institution to add to their equipment in knowledge and training, so that they may with the greatest courage and hope go out to make their way in the world. The other city schools also show admirable work, and the country schools with all their disadvantages merit a meed of hearty praise.

I have made the following synopsis of Mr. Craigie's report :—

Synopsis of Mr. Craigie's report.

Visited 14 schools in Aberdeenshire (four in the city) and nine in Kincardineshire. Best work in city schools. Specialists employed—disadvantages of country schools; yet 40 or 50 pupils in some of these—very regular attendance although long distances to travel, often through snow. Attendance encouraged by [illegible], and the return of fees to those who made a certain per-centage of attendances in the case of town schools. (Mr. Muir, Her Majesty's Inspector, regards this last as bribery and objects to it.) Enrolment in the city has reached 2,684 as against 2,020 in the previous winter. Usual subjects in country schools, reading, writing, arithmetic, composition, agriculture, music, book-keeping, sewing, and cookery. Almost all the branches in the Evening School Code are attempted in town schools. The roll should be called at the beginning of the meeting and checked every half-hour.

Mr. Topping :—

Of Mr. Topping's.

"Thirty-four schools visited in Aberdeen and Kincardine, four in Banff, and six in Orkney. Subjects usually wisely selected. After thorough grounding in essential subjects, choice often left to class in case of other branches. Physiography, human physiology, agriculture, navigation, botany, Latin, French, German, book-keeping, shorthand, building construction, music, drawing, and physical exercises.

"Arithmetic favourite subject, with mensuration occasionally. Mistake sometimes made in following day school methods not suitable for evening classes, and working sums from text books from which only the more practical examples should be taken.

"Composition next in favour and most needed—generally well taught—difficulty of finding subjects—too much confined to [illegible] story as in day school, and to copying business letters. More variety required.

"Writing.—Forms of correspondence should be introduced in the copy-books.

Reading.

"Books in use very suitable—Kingsley's 'Westward Ho!', Scott's novels, Life and Duties of Citizen. School newspapers, weekly papers, magazines, and

small libraries employed. Science classes assisted by grants from the technical committee of the county council—often lantern used in teaching geography and human physiology—microscope and chemicals in teaching agriculture, and a good supply of apparatus for other subjects. In the summer months several of the classes in mensuration continued their course by actual practice in land-measurement.

As to falling off in attendance, the apathy of school boards and registration, see the extracts quoted from Mr. Craigie's and Mr. Topping's reports.

XIV.—Secondary Education.

Not for many years has the subject of secondary education bulked so largely in the eyes of the community as it does at the present day. Many curious problems have arisen which need not be discussed here. I prefer to deal with facts. And one great fact is this, that as a consequence of the formation of burgh, and especially county committees, a number of influential people, landlords, county gentlemen, and prominent business men have been led to take a personal interest in the whole subject. This is a point of immense importance. The vulgar habit is to rail at educational movements, at new fangled modern methods, at over-pressure, the tyranny of the Department and its representatives, caprice, extravagance, increased rates, and all the rest, but it is certain that when the general public, through the leaders of opinion, have gained some idea of the great work that is going on, and how we all try to help it on, they will offer aid and sympathy instead of unreasoning and unreasonable opposition.

Consequence of formation of burgh and county committees.

Dawning of better days.

The county committee of Aberdeenshire have, it seems to me, proceeded on thoroughly safe and sound lines. They encourage children to remain at school a little longer than before, and offer them a reward of 3*l.* if they pass the third stage of a secondary subject. But as it would be folly for children to remain much longer at their own schools after passing Standard VI., as there is little competition or provision for their instruction, they are induced (if they wish to continue their education and carry it higher) to attend a central higher class school by gaining a bursary of 20*l.* per annum for three years. Three large centres in addition to Aberdeen, which the burgh committee deals with, receive a grant of 150*l.* each to strengthen the teaching power. The result of all this has been a revival of secondary work in Aberdeenshire, and the prospects for the future are full of hope and promise. In Kincardineshire, where the money is too small to be of much service, and where double the sum could easily be spent to the great advantage of the county, the best has been made of limited means, and considerable progress in the higher work may be anticipated. The Aberdeen Burgh Committee has given slump sums to three schools in Aberdeen and awaits further developments.

The principle of the Aberdeen county scheme.

Prospects full of hope and promise.

Burgh committee.

Mr. Andrew gives an account of the working of the Banffshire and Orkney schemes.

Banffshire and Orkney.

Banffshire is a sort of self-contained county in the matter of secondary education. It has worthily preserved its traditions of the past, and has been favoured even with extravagant and fulsome eulogy. Ten years' experience of that county enables me to speak with some authority on the excellence of the work done in the schools, and Mr. Andrew, my successor, is as proud of the district as I was.

Reputation of Banffshire.

It is curious to note the line of educational cleavage in the north. Aberdeen is the centripetal focus eastwards from Keith. Nobody ever dreams of going westwards from Keith for education. The attraction of

The counties of Aberdeen, Banff, Nairn,

Moray, and Inverness from an educational point of view.

the Aberdeen centre, if it can be called one from its position in a corner, is not very powerful in Morayshire, where the genius of the county is not of the Aberdonian type. Perhaps the soft landscape of Moray and the bare slab of granite, with a sprinkling of earth over it, which constitutes Buchan, may explain the incompatibility. Nairn is a sort of sleepy hollow with no great inclinations towards either east or west, and is rather inclined to be self-supporting. But as we pass westward the tide of educational interest sets towards Inverness.

Inverness should have a university.

Inverness would be an excellent centre for a university for the north-west and west of Scotland. The higher education in that important city is in rather a chaotic state at present, but I understand that some effort is being made to systematise it and place it on a better footing.

Attempt to demarcate quality of work in primary and secondary schools a mistake.

A point of some interest in connexion with secondary education is this. The teachers of secondary schools appear to resent somewhat the idea that secondary education should be taught in driblets in elementary schools. They talk as if Latin taught in a secondary school is a very different thing from the same subject taught in an elementary school which has but short time to devote to the study, and so it is, with the difference that *we generally find much more accurate and thorough grounding in the elementary school.* Naturally secondary teachers desire to get promising pupils at as early an age as possible, but who is to test their promise if not the elementary teacher, and who is so well fitted to lay the sound and secure foundations of higher work, and for that matter to send now and then a boy full-fledged direct to the university? There can never be, at least I hope there never will be, any attempt made to divorce secondary from elementary education in Aberdeenshire. In Banffshire the marriage bonds are too tightly knit to be lightly broken.

Secondary schools depend on the elementary schools in the north for their "grist."

Rather should our secondary teachers realise the fact that the pupils sent to them have been carefully trained for years, and that the higher education super-added would little avail, did it not rest on a sound original foundation, and lastly, that no small share of the credit of the subsequent success of distinguished pupils is due, and should be paid, to those who have so skilfully trained them from their earliest years. A final very important consideration regarding the teaching of secondary subjects in elementary schools may best be stated in Dr. Craik's own words. (Report on examination of higher class schools, &c., 1894, p. vi.)

Dr. Craik on the higher work done in elementary schools.

"But it must not be forgotten that such higher education as is given in the State-aided schools is all that is open to a large number of the children, and that the inclusion of some such education in the curriculum is a traditional feature of Scottish schools. Nor can it fairly be asserted in view of the very creditable appearance made by the State-aided schools under the searching test of the leaving certificate examination, that these schools have failed to show that they can successfully overtake a fair amount of secondary education."

XV.—Institutions for the Education of the Deaf and Dumb and Blind.

Improvements and suggestions.

The managers of the Institution for the training of the Deaf and Dumb have provided an excellent gymnasium in which exercises in drill and gymnastics are very expertly performed by the pupils. It has been suggested that a carpenter's bench with tools and a turning lathe would be a useful addition. Already the children show much alertness

and skill in hand and eye training, and have constructed many ornamental and serviceable pieces of work.

The ordinary branches are in a satisfactory condition.

Gymnastics in both institutions.

In the school for the blind gymnastics is also practised in a way that reflects great credit on the instructor, Sergeant Munro, who has taken great trouble in training the children both here and in the Deaf and Dumb Institution. The blind children receive instruction in singing and piano playing from teachers specially appointed for the purpose. The ordinary branches show creditable advance in the case of a few; others, several of whom have recently entered, seem to be handicapped by general mental weakness and previous neglect. It is sometimes difficult to know what amount of attainment one can reasonably expect in the circumstances. One point, however, has been gained in both institutions, namely, that the pleasures of the children have been greatly increased, and their lives lightened and brightened by the improvements that the managers have recently introduced.

Pleasures of inmates have increased.

XVI.—Miscellaneous.

Savings banks.

School Savings Banks.—The following is extracted from a local Aberdeen newspaper:—

"From a statement of the business of the school savings banks submitted at a meeting of the Aberdeen School Board last night, it appears that up to December 7th there had been 28,342 transactions; 591*l.* had been deposited, 148*l.* withdrawn, and 93*l.* transferred to the scholars' credit in Aberdeen Savings Bank. During the month ended December 7th there had been an increase of 4,802 transactions."

Multiplicity of examinations.

He comments unfavourably on the multiplicity of examinations.

Mr. Calder.

Mr. Calder refers to warm dinners, swimming, dancing, and violin playing.

Warm dinners; swimming, dancing, violin playing.

Dr. Fitch.

As regards cheap dinners, Dr. Fitch, ex-chief Inspector in England, when he recently visited Aberdeen, pointed out to me in conversation that penny dinners had been found to involve a serious moral risk. The child was tempted to beg, borrow, or steal his penny. Free dinners are not open to this objection, and if payment is desired, some arrangement might be made with the parents so as to remove any possibility of temptation from the children. Dancing is taught in some of the Aberdeen schools. A proposal to have swimming baths for the Grammar School boys has been talked of.

Gordon's College behind the times in regard to gymnastics.

It is to be regretted that Gordon's College does not yet make provision for training in gymnastics and physical drill. The matter has been frequently under consideration. A great school like this can boast only of a lop-sided curriculum if this subject fails to be represented.

Mr. Robertson and Civil Service examinations.

Mr. Robertson has an important contribution regarding centres for Civil Service examinations.

Mr. Munro.

Æsthetics of schools and sanitation.

Disappointing apathy.

Mr. Munro refers to the æsthetics of the schoolroom and regrets that so little is done in this direction in the smaller schools. He speaks strongly also regarding the neglect of sanitation. It is very discouraging to find that, after all the strictures in reports, and threats of reduction of grant, there seems to be such a dead weight of apathy and lethargy to contend with. One would suppose that parents would take some small interest in the health of their children. The following graphic report by Mr. Munro on a school I instructed him to visit without

notice speaks for itself. If the case were an isolated one, I need not quote it.

A case in point.

"At K——, where the sanitary arrangement had been condemned last year and the grant threatened, new offices are now in process of building, but not till typhoid fever had broken out and one or more scholars had died of it."

I cannot close this report without expressing my grateful acknowledgment of the services rendered me by the colleagues who have been associated with me in the work of my district. Mr. Whyte has ably and heartily seconded all my efforts and like all the others has co-operated cordially in promoting to the utmost of our power the cause and progress of education.

No less gratifying is it to refer to the friendly and welcome collaboration of Her Majesty's Inspectors who have charge of the various districts included in the Northern Division.

I have the honour to be, &c.

T. A. Stewart.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

I.—School Supply.

Mr. Muir:—

"Plans have been drawn up for the erection of a large school in Montrose which will swallow up some of the existing schools. At present one school (397 present at last inspection) is scattered over the town in three sets of premises each rivalling the other two in inconvenience. At present in this dwindling town of some 16,000 inhabitants there are nine schools drawing Government grants. This means a great waste of power. In Kirriemuir the combination of three schools has not worked well."

Too many schools in Montrose.

Combination at Kirriemuir not a success.

Mr. Andrew:—

New school at Aberlour.

"The Aberlour Board are to erect this year a new school upon a new site to take the place of the present public school which cannot any longer be regarded as satisfying the conditions for a grant.

Keith.

A large addition has been made to Keith Public School to accommodate the secondary department. It provides a room specially fitted up for science teaching, including a laboratory for practical work; a cookery room, and a room for modern language classes. This enlargement renders the school one of the best equipped in the county.

Banff.

"The Banff Burgh School Board have under consideration the erection of class-rooms for the secondary department of the Burgh School.

Rothiemay.

"Rothiemay Public School is undergoing enlargement, and considerable improvements are to be effected in the course of the present year upon the premises at Longmanhill and Clenterty by the Gaelic Board.

Other schools.

"Findochty Public School under the Rathven Board is overcrowded, and the influx of young children into Cullen Public School has been such that the infant department there, although enlarged only a few years ago, will require to be again extended.

"Keith Roman Catholic School has been refurnished and otherwise greatly improved during the past year, and an addition intended to give better accommodation for the infants is being made to the orphanage school at Aberlour.

Orkney.

"In Orkney the public schools of Birsay and Holm have been enlarged and improved, and a class-room is to be added to Stromsay Central School."

Mr. Calder :—

"The year has been one of great activity in providing permanent school accommodation in Dundee, and has witnessed the opening of new school buildings at Hawkhill, Wallacetown, and Tay Street, the completion of the enlargement of Rosebank and Liff Road Schools, and of the half of the storey being added to Mitchell Street School. In these public schools the Dundee Board has provided additional school places for 3,134 children. The other portion of the extension to Mitchell Street School, with room for over 300 pupils, will be ready for occupation in a few months. With the additions that have this year been made, Dundee may be said to be amply provided with school accommodation, although there is still an apparent deficiency in the Hilltown district owing to its distance from the new schools with accommodation to spare. Dundee.

"During the rest from building operations which the Dundee Board will thus enjoy, it might profitably turns its attention to the improvement of its principal academy, and the enlarging of the playgrounds of some of its big schools. Suggestions.

"In Lochee the projected new Episcopal school has not been begun, nor anything done towards enlarging the Roman Catholic school, but the increasing necessity of the latter will have to be met during the coming year. Three rooms, affording excellent accommodation for about 270 infants, have been added to the public school at Carnoustie, and the new public school at Mains is nearing completion. The Broughty Ferry Board has before it a scheme for enlarging its Southern Public School, and a much needed enlargement and re-arrangement of the Forfar Academy buildings is projected by the Forfar Burgh Board. Lochee. Broughty Ferry. Forfar.

"The extension of the burgh boundaries and the increase taking place in the population of Broughty Ferry will soon render additional accommodation necessary there, but the school board is alive to the desirability of meeting the want in time."

Mr. Robertson :—

"Two new schools will be placed on the inspection list this year, the Digg P. School, Skye, and the school recently built by the Highland Orphanage, Inverness. Owing to the fall in the attendance through the diminishing number of the school population, the status of the Glenhenis-dale P. School has been reduced to that of a sub-school under Article 19 D. (*a*). Heaste Public School is likely to undergo the same change, and for the same reason. Two new schools.

"By far the most important change in the distribution of accommodation has been the discontinuance of the Raining's School, Inverness, and the transference thereof on lease to the Burgh School Board. The school board have re-organised and graded the higher teaching in their schools. In future the old Raining's School will be the secondary department of the Burgh High School, and into it are now being drafted all the ex-VI. pupils of the public schools." Raining's school, Inverness, re-organised.

Mr. Lobban :—

"One school has been closed, viz., the Wick Public School, which has become more of a hindrance than a help to the cause of education in the district." Wick.

II.—Attendance.

Mr. Muir :—

"I cannot find any improvement to speak of here. In some parishes in Shetland the children have been allowed to do pretty much as they liked in the matter of attendance, but in one of the new boards at least there is an awakening. There is of course a lack of road accommodation in Shetland, but Dunrossness continues to show what can be done when a board takes the trouble to select and where possible *to retain* good teachers, and exercises No improvement. Shetland.

judicious firmness with defaulting parents. In other districts there is too much laxity. Children stay away who do not live far from school—who do not live far from a good road. But irregular attendance is not confined to Shetland. In Southesk Street School, Montrose, the per-centage which represents regularity of attendance was equal to or less than that of the Dunrossness schools with all their disadvantages. At the former school it seems that, with a roll of 600 children or so, the usual number of absentees is about 100, except on Friday, the market day, when the number is larger.

Montrose.

Absentees.

"Tolerance of this of course weakens the hands of teachers who would enforce discipline, and the public complain, not without reason, of the idle children who make themselves offensive in the thoroughfares."

Mr. Andrew :—

"In the rural districts of Banffshire free education has not affected attendance very much one way or other. In the fishing villages along the coast the children are now sent to school at a very early age, the result being that nearly all the infant rooms have had to be enlarged. There is, however, as I have remarked again and again in former reports, no corresponding increase of children in the higher standards. The early age at which the children begin to attend makes the passing of the 5th Standard at 11 quite common, and when the fisher boy and girl reach that goal the school knows them no more.

Children go earlier to school,

and leave too soon.

"The early age at which fisher children leave school is not in any way connected with their being required to help their parents. They simply leave because they know that after passing the compulsory standard they cannot any longer be compelled to attend. I am assured by school managers and clergymen intimately acquainted with the ways of the people that in this matter the children are quite beyond parental control. In such schools as Findochty, Portknockie, Portgordon, Bracoden, and Whitehills, the 6th Standard shrinks away to the merest shadow, the few people who compose it almost invariably belonging to the shop-keeping or farming sections of the community. The master has to work away with a handful while dozens of boys are running about wild in the streets.

Cause of leaving.

Children beyond parental control.

"The special grants offered under Article 19 A (1) continue to have a very beneficial effect upon the attendance in Orkney.

Art. 19 A (1) beneficial.

"The unenclosed state of the country renders 'herding' a necessity. The cases, however, where children are withdrawn from school for this purpose before passing the 3rd are now rare, and the illegality of such withdrawals is distinctly recognised. I am anxious, however, to see boards take the further step of disallowing all withdrawal of children until the 5th has been passed."

Mr. Calder :—

"From a return presented at the end of the year to the Dundee School Board by its compulsory officer it appears that the inspected schools within the city have over 2,000 pupils in Standard V., and that a half of these, or about 1,000, leave school shortly after passing it, while of those so ceasing to attend school about the half, or 500, have passed this labour or test standard at or under 11 years of age. This later conclusion was arrived at by taking and thoroughly investigating '80 fairly representative cases' of pupils who had left school on passing the 5th Standard. Of these 2 had passed and left school at ten, 38 at eleven, 29 at twelve, 9 at thirteen, and 2 at fourteen years of age. The officer concludes his report by saying, 'There can be little 'doubt that a considerable number are leaving school at too early an age. 'Now that educational means and appliances are so complete, the time 'seems to have come when there ought to be an age-limit for leaving school 'as well as a standard test as at present.' And anyone who considers the enormous educational waste that this early removal with slight and evanescent educational acquirements implies, will, I think, readily agree that some remedy is urgently needed either in the shape of an age-limit or of the raising of the exemption standard to the 6th.

Children leave school too soon.

Age limit for leaving school.

"The same officer reports that during the year 1,752 school children in Dundee had been on the default list for irregular attendance, and that 15

of these had reached the age of fourteen and thus escaped through the meshes of the compulsory net 'without having got beyond Standard I.' He contrasts this 15 with the 206 who did so in 1879. It is, so far, satisfactory to note that as the result of the attention bestowed on these 1,752 defaulters, a general average of about 60 per cent. of the possible attendances was made by them.

Pupils drop off after passing Standard III. Half-time system.

"In a large proportion of the inspected schools in Dundee a great falling off takes place shortly after the pupils have passed the 3rd Standard. This is caused by the half-time system so prevalent in the factories. The children so engaged, of course, have either to make one attendance at school every day or two attendances on every alternate day; but it is not every school that cares to be troubled with them among its pupils. Six of the larger factories still maintain schools for their own employees, and the school board has organised half-time departments in four of the public schools for the accommodation of the half-times in other factories, while a few attend Roman Catholic schools.

"The raising of the qualifying age to 11 years, and the ever increasing tendency to employ children who, being over 13 years of age and beyond Standard V., are thus qualified to work full time, has, with the general depression in the jute trade, led to a diminution of the number in this class; so that last year's school rolls only showed a total of 2,590 in Dundee, and of 56 in Monifieth, Carnoustie, and Forfar. As showing the steady decrease that has been going on in this half-time element, it may be noted that the factory inspector in November 1885, less than nine years ago, reports 4,513 half-timers as employed in Dundee, and in 1892, or two years ago, I found 3,210 on the school rolls."

Decrease in half-time element.

Mr. Robertson:—

Closure of schools owing to epidemics.

"Interruptions of attendance, owing to epidemics, have again to be noted, but I am inclined to think that the resort to complete closure of the school for lengthened periods is not, except in very severe cases, so much favoured. In a few rural cases during the past year, the experiment of temporary isolation of infected houses worked quite successfully. In the opinion of some, a change in the terms of Art. 19 D, which would substitute payment of grant more or less on the number of openings for payment on average attendance—the calculation, of course, being conditioned by the state of the attendance, and due relaxation being made in cases of unavoidable closure—would restrain the tendency on the part of managers to precipitate closure in the case of epidemic scares, and induce greater regard to the advantages of carrying on the work even with a considerably reduced attendance.

Defaulters are more stringently dealt with.

"Throughout this district, managers are creditably active in the enforcement of attendance by statutory procedure. Defaulters are more stringently dealt with by the sheriff or by the justices than was the case a few years ago. The expense of prosecution, more than the uncertainty of its effect, is frequently the cause of, or the excuse for, dilatory action on the part of school boards. The seat of sheriff courts is, in many cases, very remote from the school board district; and the number of rural justices of the peace who are debarred from acting in school board prosecutions through their being members of school boards is very small indeed. With all the drawbacks, however, the majority of school boards bestir themselves very effectually when the attendance falls below a reasonable measure of fulness. The special grants under Art. 19 A (1) are undoubtedly a strong incentive to boards; but it is only just to say that the *habit* of regular school attendance has been so firmly established in most cases, that the higher pecuniary rewards under that Article are often obtained without recourse to legal compulsion."

Art. 19 A (1). Good effects.

Mr. Lobban:—

Improvement.

"It is pleasing to be able to report continued improvement in the matter of attendance. The severity of the weather, the long distances from school, the nature of the roads, the *res angustæ domi*, all these hindrances are felt with special force in a district like mine. I am far from saying that the irreducible minimum of irregularity has been reached, but there can be no doubt that the attitude of boards has undergone a marked change for the better in recent years, and in respects of the results attained my district will now, I believe,

Attitude of boards improved.

compare not unfavourably with districts subject to less trying conditions. Cases of illegal employment are comparatively rare. Even herding, which prevails so extensively in Caithness, is confined to scholars who have passed the 3rd Standard—a very substantial gain indeed. What boards have to contend with now is not so much gross default or illegal employment, as the casual withdrawal of children by parents on the slenderest grounds.

Casual withdrawal of children.

Highland Minute has done good.

Firmness required.

"The gratifying improvement both in the results obtained and in the attitude of boards and parents towards the question is undoubtedly due to the operation of the Highland Minute. Time and experience only strengthen my conviction that there could be no more potent instrument for good in this respect than the Minute, and I for one should welcome the application of it, or of some equivalent to the country generally. It is hardly necessary to point out that its influence depends almost wholly on the firm and judicious administration of it. The effect would, I believe, be little short of disastrous if any disposition were shown to make weak-kneed concessions to the importunity of unscrupulous boards. As a matter of fact, only two boards this year failed to earn the special grants, and I am hopeful that they are taking the lesson to heart and that my next visit will find them entitled to full participation in the pecuniary benefits of the Minute."

Mr. Whyte :—

"The [illegible] attendance has not been perceptibly lowered. Many causes are at work tending to irregularity of attendance, but of course the chief is the carelessness or unwillingness of certain parents to exercise the slightest self-denial, and Johnnie and Maggie are kept at home on the most frivolous pretexts. For the children of such parents the compulsory clause should be enforced more vigorously, but except in the town of Aberdeen, where the board shows an exemplary zeal in putting into force the statutory powers, the law is seldom appealed to, and parents become a law unto themselves.

Absence on frivolous pretexts.

"Towards the end of October I visited a rural school without notice, and found that of 15 children on the registers as belonging to Standards IV. and V. only three were present. The rest were away acting as beaters for sportsmen on an adjoining estate. The same evil is felt all over the country in the vicinity of shooting grounds. In cases such as this school boards could easily remedy matters, but it is rare to find a member who is fired with any zeal in this direction."

Children employed by sportsmen.

III.—Standard Subjects.

Mr. Macleod :—

Penmanship. Civil Service style.

"The Civil Service style is now becoming very common, and along with its introduction there comes considerable improvement. It matters not what style is used, if it only be systematically taught, there are certain to be satisfactory results. Probably one cause of improvement may be the fact that the new system calls for some attention on the part of the teacher as to what the system consists in. When its elements are pointed out to the pupil and attention is given that he forms those elements aright the results are certain to be good. Indifferent results in this subject, to a degree which is not true of any other, are the consequence of indifferent teaching. Even when the teaching is good the pupil may never attain to anything above the poorest mediocrity in classics or mathematics, but if the teaching in writing be good the penmanship will also be good.

Composition. Suggestions.

In Standard VI. the main deficiency is barrenness of ideas, and this is to be viewed relatively of course. In previous reports I recommended that teachers should take the pupils outside and show them from direct observation what points in objects should chiefly be noted and how they were to be described. Besides improving composition, such an exercise would be an admirable one for training faculties of observation, and thereby of quickening the pupils' intelligence generally. The first object might be the playground, next the

schoolhouse, and afterwards the neighbouring wood, or stream, or knoll, or the nearest farm, and then a larger part or the whole of the parish.

"The cards are usually well done, and it is the exception to find a school in which the sums are not neatly entered on paper. To mental arithmetic I am giving more attention than formerly, and I expect that ere long it will have attained a satisfactory state of efficiency. The utility of the subject is great from various points of view as promoting accuracy, quickness, and resource. Sometimes complaints are made that boys going from the public schools to offices have to be taught anew the arithmetic of the office before they can take part in its business. A young person may feel himself at sea with new forms for a short time, but the average boy who has passed the 6th Standard should experience little difficulty in mastering the arithmetic of the average office." Arithmetic. Mental arithmetic. Complaints.

Mr. Muir :—

"In reading there is no marked change. Improvement, I think, is slowly made. Reading deteriorates in higher standards.

"Looking over my notes, taken in schools during the past year, I can see at a glance that there is a tendency in a great many schools to let the quality of the reading deteriorate as the child advances from standard to standard. Teachers, I presume, find that they have so much to do in teaching the higher standards that they have not time to maintain the fine tone that is not uncommon in Standards I. and II. Boys and girls too are often more shy at 12 than at six. This consideration applies also to the recitation, especially when the recitation takes the form of a dramatic scene—or even of a simple dialogue between the sexes. We are expected to accept reading books printed in large type, with 'langnebbit' words carefully paraphrased to suit the meanest capacity, with an apparatus of lists of words, &c., filling up much of the space. I am afraid that a vast number of children leave school unable to read an ordinary passage—say in the morning's newspaper—and with a very glimmering knowledge as to the meaning of most words beyond two syllables. There seems to be a disgraceful competition among publishers as to who shall bring out the more 'washy' reading books and manuals of history. I have no wish to see a uniform set of text-books prescribed by the Education Department, but I cannot help wishing that the hands of inspectors were strengthened by the drawing up of an *index expurgatorius*. Causes. Books too easy.

"The Civil Service style of writing is coming into vogue. I am told that it is easier to teach it to young children than round hand. I should not have supposed so. Personally I am careful not to prescribe any particular style of handwriting. Writing. Civil Service style.

"Composition does not improve as I would wish. The point of a simple story read to them by the teacher is often missed, even where spelling, punctuation, and diction are passable or even creditable. It is being borne in upon me that the schools are falling off in general intelligence, but I will refer to this later. Composition.

"In arithmetic, one would like to have more time and mental energy at one's disposal for the oral drilling of the higher standards." Arithmetic.

Mr. Andrew :—

"While no marked improvement in standard subjects falls to be recorded, steady progress on sound and intelligent lines continues to be made. Steady progress.

"The goal of 'clear, audible, pleasant, and natural reading' is kept well in view. I very heartily agree with the opinion expressed by Her Majesty's Chief Inspector for the division in his general report of last year that the children read too little. This is particularly true in the case of the younger classes. Instead of two reading books there should be at least half a dozen, not necessarily increasing in difficulty, but with the limited number of vocables suited to children occurring in the new combinations which fresh books supply. Children read too little. Additional reading books.

"The Civil Service style of handwriting is now becoming general throughout the district. Writing. Civil Service style.

"In many schools the pupils in the 1st Standard write to dictation, instead of transcribing.

Arithmetic. New proposals disliked.

"The new proposals regarding arithmetic have not been regarded with favour by the teachers of the district. The general feeling is that the requirements in this branch are already severe enough, and that the changes proposed are not improvements.

Suggestion.

"When I can find time, but here comes the pinch, I find it an excellent plan to begin at the 6th and take it along with the 5th, 4th, and 3rd for a few revisal sums on rules already gone over, giving the sums out to be worked on slates, and encouraging speed in working. The pupils enter into this with great spirit, and I am convinced that it would be found to have a most stimulative effect upon a school if an hour were spent occasionally on practice of this kind throughout the year.

Composition. Suggestions.

"The work done in this subject in the 5th is generally satisfactory, but in the 6th and ex-6th is often disappointing. In the case of advanced pupils a suitable subject should from time to time be prescribed, and the scholars asked to read up all the information they can regarding it, the teacher giving hints and suggestions as to where such information may be looked for. It is here that a small school library of well-selected books, including a good encyclopœdia, can be turned to excellent account. After a week, perhaps, has been allowed for reading up, the class should then be required to write the essay under the master's eye, turning the information they may have collected to account in its composition, but with no notes or extraneous aid of any kind beside them. It is always in connexion with the composition exercise that the result of reading shows itself, and every teacher ought to foster and stimulate reading habits among his pupils, guiding their tastes into pure and healthy channels, and often talking to them about any book in which he may himself be specially interested.

School libraries.

Another suggestion.

"An excellent aid to the promotion of healthy interest and intelligence among the older pupils, and a capital method for getting subjects for composition, is to take in a copy of one of the weekly illustrated papers, such as the 'Graphic' or the 'Illustrated London News.' The cost could easily be defrayed by a small subscription, and the numbers preserved and bound up would go to increase the school library."

Mr. Calder:—

Reading.

"As a rule, distinct, fluent, and pretty correct reading is almost universal. In the best schools there is usually also an endeavour to cultivate a good style as well, and when the meaning of the lesson has been thoroughly explained, and a good model set before the class for its imitation, a very satisfactory amount of good expression and correct phrasing is almost certain to be shown in the reading of the pupils.

Reading books too simple.

"Some caution is necessary in the matter of selecting reading books at the present time when publishers are flooding the market with a bewildering number of them, each striving to oust the other from the field. Most of the books are attractive and well illustrated, but many of them can hardly be said to be suitable for the classes for which they are ostensibly published, owing to the simple character and limited extent of the vocabulary used in them, which is such as would not be beyond the capability of the pupils in lower classes. The tendency is to make everything simple and easy—too easy in fact—but I doubt very much whether this is good policy.

Writing. Civil service style.

"The upright Civil Service style of writing has gained a footing in a considerable proportion of the schools, and, when the pupils are trained to guard against angularity of form and the backward slope, the results are as satisfactory as any produced in the usual sloped style, although the penmanship can scarcely be said to have the same amount of grace and beauty in it.

Composition.

"Composition gets a good deal of attention in the 5th and 6th Standards, but it is only occasionally that you find a proper beginning being made to it in the lower classes. Even in the 4th Standard the attempt to write a few simple sentences on some historical incident which has been the subject of

examination proves in many cases a comparative failure. Much might be done in the lower classes to foster the power of composition by requiring the children to give all their oral answers in the form of complete sentences, as is done with good effect even in most well taught infant schools. Should be begun in the lower classes.

"Judged by the test-cards supplied, the results are very satisfactory. More revisal is wanted however, as a ten minutes' examination of almost any class in the majority of schools will show. Even with the older pupils there should be more frequent practice in the elementary rules to secure expertness and accuracy in dealing with figures." Arithmetic.

Mr. Robertson:—

"I have to report favourably of the progress in elementary subjects. Statistics bearing this out could be very fully given, though the considerable inequality of these would equitably demand a concurrent explanation of the great variety of local circumstances which a district like mine so markedly presents. General improvement.

"Handwriting has very strikingly improved in legibility, uniformity, and general style, and the Civil Service type seems to be rapidly winning in favour." Writing. Civil Service style.

Mr. Lobban:—

"In reading, writing, and composition there is little to report except gradual improvement. There is still some reason to complain that in the junior classes the amount read is barely sufficient, especially for the brighter children, with the result that the lessons are more or less fully committed to memory. Fluency, accuracy, and correct phrasing are now pretty general. Indistinct speaking and shouting have in large measure disappeared. Perhaps the most common fault is that the older scholars are apt to read too fast. Gradual improvement. Older scholars read too fast.

"The upright style of writing is being more and more resorted to. In the great majority of cases it is well done, but here and there the effect is rather grotesque. I may be wrong, but I seem to find it more trying to the eye to read than the old style, a fact, if it be a fact, which might be accounted for by considerations connected with the incidence of the slope and the movement of the eye. Writing. Upright style.

"Accuracy and speed in counting are becoming marked features in the junior classes. In these respects there is still room for improvement in the upper standards, where also the methods of working are often mechanical and unintelligent. I regret that I have so little time for oral examination in this subject. No serious effort has yet been made to meet the requirements of the Code of 1894." Arithmetic. Little time for oral examination.

Mr. Whyte:—

"Good sensible reading is common, and excellent reading is not rare, while absolutely unsatisfactory attainment is no longer found. The prevailing defect is neither in regard to fluency nor expression, but to indistinct articulation of consonants except when they begin a syllable. There is a strongly marked peculiarity all over the district to produce the vowel sounds too far back in the mouth or even in the throat. When they are followed by labials or dentals the effort to produce these, unless it be very determined, ends in a careless compromise in which the t's, d's, p's and b's, f's and v's are either lost altogether or are with difficulty distinguishable. The lips and teeth are not sufficiently exercised, and this causes a lack of clear enunciation alike in speaking, reading, and singing. There is need for more of 'the clanging of consonants like hammers ringing on the anvil.' Reading. Indistinct articulation of consonants.

"I have formerly urged the need for school libraries, and I would again press the question on the notice of school managers. School libraries.

"The flowing tide is still with us, and in school after school whole standards will show specimens of caligraphy such as were got only from a picked pupil in a picked school, here and there, a year or two ago. As has already been pointed out by everybody, this beneficial change is due to the wholesale Writing. Civil service style.

Spelling.

adoption of the Civil Service style, or styles closely allied to it. Spelling is, on the whole, fairly good, but there is still room for improvement. Yet be it said that good, sturdy, honest Saxon words are nearly always correctly written, and the blue pencil swoops down only on the rackers of orthography which are found in the Latin and other foreign constituents of our language.

Composition.

Wedded with penmanship and spelling is composition, but of this, the predominant partner in the union, I cannot speak so favourably. The exercises are generally well written and correctly spelled, but too often the praise must end here. When a school has a class of children with a wider range of mental vision and a more extensive vocabulary than is usual, composition rises to a creditable level, but the bulk of the children taught in our elementary schools are extremely limited in their ideas, and their diction, though pithy, does not come trippingly to the point of the pen.

Limited ideas and vocabulary.

Arithmetic.

"Arithmetic has not changed its features since last report. The mechanical nature of much of the teaching was then commented on, and I have nothing new to add regarding it. I am glad, however, to hear that the requirements in the decimal system are likely to be relaxed."

Mr. Welsh :—

Reading.

"My remarks on reading do not differ from those expressed in former years. There is too much revision of lessons, from the pupils own book more especially, and too little new subject matter. Modulation, acquired only by unremitting effort on the part of the teachers, is often at the expense of real ability to read, as, in order to secure it, sickening reiteration is resorted to. More books than the ordinary class books should be read by every child, and every school should have a library suited for the abilities of the various classes. Some schools have this, and one of the results is the development of intelligence. Occasionally a school newspaper is met with in the higher classes, and always with good results.

Libraries.

Writing and composition improving.

"Writing and composition are decidedly advancing, the former more especially giving evidence of careful training and supervision. Slovenly papers are less frequently met with, and accuracy and neatness of workmanship go more or less hand in hand.

Arithmetic. Mechanical.

"Mechanical grind is the rule, fostered, no doubt, by examination by cards. Mental arithmetic is certainly a corrective, but the day is all too short for the multiplicity of subjects generally professed."

Mr. Welsh (Lewis) :—

Elementary branches.

"There is very little new to report in regard to the elementary branches as found in Lewis and the Outer Hebrides generally. The difficulties of former years still exist, though some of them are in process of modification. Tracks which facilitate communication with neighbouring townships are now available for some of the outlying districts, and contact with strangers may now be experienced in early years. A knowledge of English is being acquired sooner than was formerly the case, and regular attendance, coupled with methodical teaching, should make a good impression in a short time. Steady advance has, on the whole, to be reported."

IV.—Class Subjects.

Mr. Macleod :—

Geography.

"This subject receives a good deal of attention in several schools. In a few schools I can go beyond the demands of the Code, and then I find creditable answers to questions on mathematical and physical geography. The majority of the schools stick to the letter of the bond and I do not complain if it is even so fulfilled. It seems to me, however, that an elementary course of instruction in mathematical and physical geography would be beneficial to the 6th Standard in every school; and it might be worth consideration whether such a course might not be given as an alternative for history."

Mathematical and physical geography.

Mr. Muir :—

"I regret that I cannot report any improvement here. My impression is that general intelligence is deteriorating. History; intelligence deteriorating.

"I have seemed to differ from some of my colleagues as to the worth of history as a subject for elementary schools. I have admitted that the difference between them and me is not radical, seeing that I have my eye on history as it *might* be taught. A great deal of the teaching is of a character which is to me inexplicably unintelligent. Standard IV. will perhaps glibly name sundry battles in the contest between the King and the Parliament, but if they are asked what the big word 'Parliament' means many or perhaps all will be as unable to answer as if they were asked the meaning of 'Cortes' or Comitia Centuriata.

"Science, as a class subject, has been all but unknown in my district since its introduction into the Fifth Schedule. (There *was* science—intelligently taught—in Brechin, but it was ruthlessly stamped out.) Since the beginning of the new inspectoral year, *i.e.*, in December 1894, I have found science in one school, where, however, no scholars are retained above Standard II. Science.

"In geography there is a strange want of intelligence. Often, when examining Standard V. on the Mediterranean Sea and the islands therein, I ask this question: 'If you start from Malta, and try to get out of the Mediterranean in a north-easterly direction, through what will you sail?' The answer comes promptly: 'Straits of Gibraltar.' Geography. Want of intelligence.

"In Shetland a splendid object lesson might occasionally be given by taking a class to some eminence near the school, and teaching them from the scenery before them what is meant by such words as island, gulf, bay, isthmus, peninsula, promontory, &c." Shetland. Suggestion.

Mr. Andrew :—

"English and geography are professed by all the schools. History is now attempted only in the larger ones. Science is taken as a third-class subject for boys at Fordyce and Keith. The number of schools in which drawing is taught is steadily increasing. English. Geography History. Science. Drawing.

"In every department of a school, down even to the 1st Standard, only passages of supreme excellence and merit should be selected, and every beauty of thought and felicity of expression ought in the case of the older pupils to be carefully pointed out and dwelt upon.

"The enthusiastic teacher, too, will often direct the attention of his pupils to poems or prose passages outside the range of their immediate work, and a very profitable half-hour might often be spent in reading and commenting upon them to a highest class." Suggestion.

Mr. Calder :—

"Geography is almost invariably taken as the second-class subject. In the lower classes, where the elementary notions of the subject are taught, the teaching is often 'bookish' and formal, and wanting in the vivid illustration that would make it interesting and plain to such pupils. The complex plan of a large school is little more than a mystery to a pupil in Standard I., who has not been taught to set down on his slate, in fair proportion, the plan of the room in which he is taught. Geography.

"In the higher classes the subject is generally treated in an interesting and intelligent way. Topography is more and more coming to be regarded as only a part of what should be taught, and more attention is being given to descriptive geography, to the climate, productions, people, and industries of the countries, and to our commercial relations with them. Topography.

"Where three class subjects are studied, history is selected as the third, except in four of the Dundee schools, where science is successfully taught. Its teaching is attended with more varying success than any of the other class subjects. It is too often made a matter of mere book-learning, but dates and facts count for little unless the pupils understand and can give an intelligent account of cause and effect, or of the bearing one event has on other events that follow it." History. Varying success.

Mr. Robertson :—

Class subjects often restricted to two.

"A large number of the schools are now inclined to abandon the teaching of the maximum number of class subjects. Much better educational results frequently follow the restriction of this branch of teaching to two class subjects, especially when advantage is taken of the permissible grouping of classes in history or geography."

Mr. Lobban :—

Three subjects.

"Beyond the fact that a few more of the rural schools have dropped the third subject, there is no change in the number or variety of the subjects professed. I am glad to say that there is this year a considerable increase

English.

in the number of schools earning the higher grant for English. The increase is due largely to the improved results in grammar and to the fact that more attention is now being paid to the intelligent explanation of the reading lessons."

V.—Specific Subjects.

Mr. Macleod :—

Agriculture.

"Latin, Greek, and mathematics receive quite as much attention as formerly. Agriculture is much more extensively taught than formerly, but this is not, I fancy, either from its educative value nor from its practical utility. It is found to take the place of the English literature and the physical geography of former days, and whilst persons of a censorious disposition might be inclined to say that this was done merely to earn grants, and whilst those not censorious, but observant only of parts, might be disposed to admit that grant earning is an element in the matter, it is probable that some pupils are given the subject to engross their attention when such subjects as Latin and mathe-

Navigation.

matics are found to be too much for them. Navigation continues to be taught in the coast schools. Improvement in results is steady if somewhat slow. The subject is one which does not readily lend itself to cram, and being purely intellectual is not well adapted either for the very young or the dull."

Mr. Muir :—

Not numerous.

"Specific subjects do not constitute a prominent feature in my district. Two or three of the large schools—notably Kirriemuir Combined School—make a very successful presentation. Latin, mathematics, and domestic economy are the favourite subjects. A very few profess German or Greek. Taking advantage of the liberty given by the Code three or four schools have taken up shorthand and two or three book-keeping.

Brechin High School.

"The re-arrangement of Brechin High School, whereby the higher classes form an independent secondary department, will diminish the number of specific subjects in the elementary schools of this district. On the other hand, the grants from the county committees may encourage the driblets of specific subjects that one gets in country schools. There is of course no sneer intended, and there is no objection to driblets so long as the teaching is genuine and the other work well attended to."

Mr. Lobban :—

Increase. .

"The presentation in these have increased about 25 per cent. The work is also of better quality, the per-centage of passes being now about 75."

VI.—Classification and Staff.

Nil.

VII.—Infant Departments.

Nil.

VIII.—Discipline.

Mr. Andrew:—

"The lower grant under Art. 19 A (3) is rarely withheld, and where there is evidence of prompt obedience, orderly class movements, honesty and self-reliance under examination, and general healthiness of tone, the higher award is always recommended. The finer qualities of discipline can hardly be discovered with any great precision amid the hurry and distraction of an examination, and are, perhaps, imponderable in the inspectoral balance. The teacher's own personal tone and individuality is the determining element in connexion with this aspect of school life." Requirements. Fine qualities. Teacher's influence.

Mr. Munro:—

"On the same side must be placed the need there is for greater regard to the manners of the children—not only to superiors, which is often supposed to be all we mean by manners—but much more to each other, that there be mutual helpfulness and kindliness, especially of the big and strong towards the young or weakly. The magisterial attitude of teacher towards pupil, so readily taken up, especially by young teachers, is also readily copied by the elder pupils towards their younger companions. Small schools lend themselves to a much more benign and home-like mode of government, and in them the maxim of Froebel—no less wise than it is beautiful—can be easily carried into practice; 'Come let us live with our children.'" Manners.

IX.—Singing.

Mr. Andrew:—

"Singing is professed in all the schools in the district except four. The number claiming the higher grant for teaching by note is increasing year by year."

Mr. Calder:—

"Singing is taught in all the schools from notes with only two exceptions. In one case no grant was recommended, and two attempting the higher only gained the lower rate; but in all the other cases a very satisfactory appearance was made, while in many of the town and a few of the country schools a creditable degree of excellence was shown both in part-singing and in reading at sight. Good songs, as a rule, had been practised."

Mr. Munro:—

"Choral singing is common; good choral singing is not so common. As was said of poetry last year, beautiful and artistic compositions should be selected for the year's practice. No doubt within the range that the musical capabilities of school children may be expected to cover the choice of artistic compositions is not great, unless we include cases in which a melody of extreme simplicity is woven into a work of art by means of the accompaniment. That form of music need not be confined to the drawing-room. There are many of our teachers quite capable of playing an accompaniment of moderate difficulty, and I am sure it would tend to the musical culture of the children as well as to their and the teacher's enjoyment if the piano or harmonium werej udiciously used." Choral singing.

X.—Sewing.

Mr. Andrew:—

"Industrial work continues to be very successfully taught throughout the district. In most cases only the lower grant under Art. 19 A. (4) is claimed, but the work shown is generally quite as good as where the class grant is Very successful.

aimed at. In connexion with this branch a few small schools deserve to be specially mentioned. In Banffshire, Netherdale, Headrooms, Tarrycroys, and Blairmuil stand out pre-eminent, and in Orkney the work in South Ray Public School is simply perfect. In the majority of the large schools the sewing, as a rule, merits unqualified praise.

Suggestion. "In schools with large secondary departments I think the girls in the Ex-VIth might, to a considerable extent at least, if not altogether, be relieved from sewing. They have home work without it, and the wearisome iteration of the exercises of the schedule seems a beating of the air."

Mr. Welsh (Lewis) :—

Defects. "Sewing in very many insular schools has been of indifferent quality. Lack of material was frequently pleaded, the sewing mistress did not know the requirements, and in many instances could not have interpreted them had the Code of requirements been placed before her. Untinished garments—even they few in number—and a bundle of excuses too often presented themselves on the day of inspection, and in fine this subject was not methodically taught. With a view to effect an improvement on this state of matters numerous completed sets of exercises for all standards were got from some of our good mainland schools and distributed throughout portions of the islands. They served as the best kind of object lesson and bore the interpretation of the Code on their face."

Improvement effected.

XI.—Drill.

Mr. Munro :—

"The few minutes' drill is actually a refreshment and a saving of time and labour, instead of a loss of both.

"Like choral singing it tends to the subordination of the individual to the general movement and the united effect, and it produces the valuable habit of prompt obedience both of the mind of the child to the external authority, and that of the muscles to the demands of the mind, the one of value as a moral, the other of extreme importance especially to young children as a physical habit."

XII.—Pupil-Teachers.

Mr. Muir :—

"I have little to add to what you and others have said as to the training of the ill-fated tribe of pupil-teachers. Let us hope for reforms which will gradually abolish them."

Mr. Andrew :—

"In such schools as Macduff, Banff, and Keith, and, in Orkney, Stromness, pupil-teachers do well—care is taken in their selection.

"In October last two pupil-teachers, one from Banff Burgh School and one from Keith Public, gained very good positions in the Bursary Competition list, and are now in attendance at the Arts classes.

"[illegible] the pupil-teacher element is a most unsatisfactory one. With but meagre attainments to begin with, they struggle through their allotted examinations with difficulty, fail to secure admission into a training college or even a place in the class lists, and finally settle down as an incubus upon schools under that lowest of all qualifications which Art. 32 *c.* (3) allows."

Mr. Welsh :—

"In proof that the work is beyond the powers of a very large proportion of those who have been apprenticed, the statistics of the last (1894) midsummer examination may be referred to. Of 1,125 who had been pupil-teachers, 227 failed altogether, and 364 only succeeded in qualifying as assistants. This leaves about 50 per cent. who are recognised as thoroughly competent teachers

of elementary schools. This can hardly be considered satisfactory. It is not more knowledge of teaching that is wanted but more knowledge how to teach, and this can only be acquired by raising the age of admission to the ranks of the profession or by shortening the teaching day." Not satisfactory.

Mr. Welsh (Lewis) :—

"It was remarked in last year's report that no Long Island pupil-teacher had managed to secure entrance to the normal school for purposes of training, but this year the record has been broken, *seven* candidates appearing on the merit list. *Five* of these are from Lewis, and one from Breasclet Uig passes *first class*, and is entitled to pursue some of his studies at a University. To those interested these facts are very cheering. As the hope of the future of education in remote insular districts lies in natives being trained, it is earnestly to be desired that the fashion has been now set, and that the stream of candidates for proper professional training will go on increasing. Cheering facts.

"Special attention has been and is being directed to candidates for pupil-teachership, and with the great improvement observable in the ordinary branches of instruction in the day schools a much better prepared set is now obtainable, and there is hope the quality will continue to improve. It is only by bursaries that any of these pupil-teachers can hope to go for training and, as it is by competition Queen's Scholarships are gained, it is imperative that continuous and careful supervision of lessons on the part of the heads of schools be the rule throughout the whole period of apprenticeship. It is much to be feared that, judging from the numbers who fail to earn a grant, a good deal of neglect prevails throughout the district." Neglect in supervision of lessons.

XIII.—Evening Continuation Schools.

Mr. Macleod :—

"My visits to the schools were very interesting, for I was there brought face to face with young people who felt the need of self-improvement, and who were using the right means to gain their end. As might be expected, these manifested much earnestness in their work and their progress was correspondingly great. It is true that many of them had to begin at stages of their education which they passed over a few years previously, and their progress consequently was more rapid than it would have been had the subjects been approached by them for the first time.

"A frequent striking feature of the work was the wide gap between the attainments of pupils, not only in different classes, but also in the same class. This was to be expected as most of the schools have sprung into existence in places where there were no evening schools before. The consequence of this was great inequality of results, and that the better pupils did not get the attention which wider experience combined with more skilful grading will no doubt secure. Difference in attainments. Better grading required.

"Another striking feature was the circumstance that pupils evidently took far more interest in what was of a practical rather than a bookish or theoretical interest. Cooking for girls, and drawing and book-keeping for boys, were favourite subjects, while smaller numbers took up agriculture, navigation, and gardening. Teachers were exhorted to keep this preference in view, and in the case of arithmetic and other subjects which lend themselves most readily to practical handling to adopt common sense every day methods of exposition. Interest in practical subjects. Favourite subjects.

"A gratifying fact worthy of mention is that in rural districts the evening schools were attended by men far beyond 21, who in many cases were not only exceedingly regular in attendance themselves, but elected committees to look after the attendance and good behaviour of the whole school, an admirable practical lesson in 'The Life and Duties of the Citizen.'" Grown-up pupils. Committees.

Mr. Muir :—

"Evening continuation classes were carried on last winter in Kirriemuir, Brechin, Montrose, and Logie-Pert (rural). I cannot, however, approve of the policy of a board which tempts boys to come by the offer of a remission Remission of fees objected to.

of fees if they will come regularly. This puts the teacher in a false position—puts education in a wrong light. It will soon be found, I fear, that scholars will require to be paid for their attendance. A minister in Shetland told me of a parent who grumbled at the idea of sending his child to school unless he got a share of the grant which the child's attendance and proficiency, he understood, earned for the teacher.

Shetland.

"In Shetland a great many evening continuation schools were started and carried on with very creditable results. I had to appoint sustitutes to visit these schools. Three worthy clergymen put themselves to a good deal of trouble in the matter. I have asked the one who visited the largest number of evening schools to furnish me with some general remarks. Extract from Rev. Mr. Willcock's report to Mr. Muir:

Rev. Mr. Willcock's remarks.

Irregularity of attendance.

"'In both Lerwick and Scalloway the registers indicate great irregularity of attendance on the part of the pupils except in the shorthand classes, and the teachers have been a good deal disheartened by this fact.

Shorthand.

"'In Lerwick a large class has been carried on for three winters for instruction in shorthand. Those who attend it are principally young clerks in offices, who know that facility in the use of shorthand will make their services more valuable, especially in situations in our larger towns. In like manner the classes for teaching cookery were very largely attended last winter; both servant girls and young ladies in the town and neighbourhood attended most regularly, and took great interest in the instruction imparted.

Cookery.

Navigation.

"'Navigation has been a very attractive subject in the night schools in many parts of the country. During the winter a good many young men, who spend part of the year in fishing and in coasting voyages are at home, and it was very gratifying to see the interest which many of them took in the subject.

Singing.

"'In several of the schools singing classes were extremely well attended. Shetlanders are naturally very fond of music, and many of them have good voices.

Arithmetic.

"'Arithmetic, as a rule, is intelligently taught.

Composition.

"'Less attention seemed in some cases to be paid to English composition than is desirable.

Reading.

"'With regard to reading, I must confess to have found it often monotonous and unintelligent in character. I have often wished that the matter read had been from some standard English author, as I thought that the faulty manner of reading was partly due to the uninteresting nature of the literature read.'"

Mr. Andrew:—

"In Banffshire 19 evening continuation classes were started, and in Orkney 18. The quality of the work done varied considerably. In several instances too many and too showy subjects were attempted. In Banff Burgh School the numbers were the largest, and the teaching was excellent. In Botriphnie and Grange schools agriculture was taught to most enthusiastic classes with marked ability and fulness of illustration. The weak point, however, of these classes in a district like Banff and Orkney is, as the Chief Inspector pointed out in his general report last year, the undue strain which they throw upon the teacher. Teachers cannot work with energy and effect throughout the day and also for three nights a week during winter. The attempt to do so will inevitably result in a breakdown, and I know of frequent instances already where this has happened. With one exception, Stromness, all the classes were farmed out to the teachers, and the instances were rare indeed where the managers showed the slightest interest in the work. So undisguised was the farming in one case which came immediately under my notice that the teacher was asked as a preliminary to the opening of a class to purchase at his own expense and rent a set of lamps for the schoolroom. These lamps still remain his own property."

Undue strain on teachers.

Breakdown in health.

Farming.

Very bad case.

Mr. Calder:—

"The issue of the Evening Continuation School Code, with its liberal gratuitary and on comparatively easy terms has had the effect of greatly increasing the number of evening schools. Besides the greatly increased grants

offered, the greater freedom of classification and choice of subjects have done much to arouse the interest of both managers and teachers. The abolition of individual examination also has attracted to many of them young men and women of more mature years than formerly attended, and has even, in some instances, led enthusiastic school board members to enroll themselves as pupils. Interest awakened. School board members as pupils.

"A very frequent mistake was made during the first session of including too many subjects in the programme of the work to be attempted by each class. Too many subjects.

"In the evening schools that have been carried on for some years a fairly satisfactory number of lads are found in classes for the study of higher arithmetic, mensuration, mathematics, mechanics, and chemistry. Further, all the girls attending the Dundee, Broughty Ferry, and Forfar evening schools have the opportunity of going through a course of lessons in practical cookery. Subjects.

The school boards of these three burghs also had large and very successfully taught classes in phonography. In most of their schools, likewise, some little time was given each week to the new subject, 'The Life and Duties of a Citizen.' The lessons were generally popular with the boys, but the subject being new to the teachers, and the time allotted to it rarely exceeding half-an-hour a week, the work in most cases was of a somewhat desultory kind, and altogether lacking in that thoroughness which was necessary to make it effectual.

"At three centres in Dundee, largely attended manual instruction classes for boys, and several classes for laundry-work for the girls, were carried on in connexion with ordinary evening schools. These classes were eagerly attended during the past session by as many pupils as could be accommodated at them, and, with the cookery classes, they supply a practical training to young people, which is full of promise both from an educational and a social point of view." Manual instruction.

Mr. Lobban:—

"The evening continuation schools seem to have met a felt want. Nineteen have been started in this district, and the number is certain to increase. They have been, on the whole, well attended; and after the idlers, who are attracted mainly by the novelty of the thing, have dropped off, the attendance is fairly regular. There is no question that the schools are doing a large amount of good. Reading, writing and composition, and arithmetic are the most common subjects of instruction, and next to these mensuration, shorthand, and vocal music are the favourites. In one or two cases the scholars have been mostly drawn from the day school, and such a thing as farming the school is not altogether unknown." Subjects. Farming.

Mr. Whyte:—

"It is not too early to speak strongly as to the enthusiasm manifested both by teachers and scholars, and hearty acknowledgment must be made of the value of much of the work done. Each centre has been at liberty to draw up a scheme suitable for the wants of its own neighbourhood, and as a consequence there has been a considerable variety in the nature of the work attempted. Nowhere were arithmetic and composition neglected, but the sameness ended here. Shorthand prevailed in business centres, agriculture and land measuring in rural districts, the calculations for artificers' work in one place, drawing in another, while in the town of Aberdeen the system is so thorough and complete all round, that whatever a lad's natural bent, the means and opportunity are afforded him to follow it up with success. The freedom from individual examination has been the popularising factor in the case of the scholars; but it has also had a very strongly marked effect in giving to the teaching an elasticity breadth and intelligence which hitherto have too often been conspicuous by their absence. The examination into methods and broad general results has been to me a positive pleasure, and I have convinced myself that the thoroughness of the instruction given has been as marked as its intelligence." Subjects. Intelligence and elasticity.

Mr. Welsh:—

"My experience of them is wholly in their favour. Not only lads who have left school in recent years have taken advantage of them, and been benefited by them, but men with a considerable weight of years and in comfortable

circumstances have eagerly seized the opportunity of remedying old defects and adding to their fund of information from a well-arranged course of study. If development on the lines of local industries takes place the success of the new departure is, I should think, assured. The absence of the formal stereotyped examination has tended to secure an older class of pupils, a class that has gone for the express purpose of working, but one that would shrink from facing the usual formalities of school inspection."

Mr. Munro :—

Farming.

"There is one feature of these schools that has a most disagreeable prominence, that is the fact that sometimes they are adventures of the teachers unsupported in any way locally. Should this be true of them all and continue to be true they can hardly succeed and they would not deserve to succeed. It was, I am sure, never intended that the only income of the schools should be the Government grant, and that the teacher should depend on that alone for his remuneration. But that is the actual state of affairs, the very lamps necessary for evening work, but not for day school work, had to be bought by the teacher out of his own pocket when his school board refused to do it. In some cases a payment had to be made by the teacher to the school board for fuel and cleaning.

School held in a bothy.

"One of the smallest schools I visited was held in a bothy. This was transformed into a slight semblance of a school by help of a folding table borrowed from a kindly neighbour blacksmith. The place was lighted partly by a lamp, and partly by a huge coal fire in one of the most rustic and capacious of fire places, above which a black-board was hung by a loop of what is known on farms as plough-line. Here gathered, clean and comfortable, eight stout young ploughmen, whose interest and eagerness were delightful to see. They had come from 'carting dung,' surely the dirtiest and most laborious of duties, and must have had much to do to accommodate their big honest horny hands to the tiny pen and pencil of the school, after handling the shovel or fork all day."

Mr. Craigie :—

Statistics.

"During the past year applications for grants were received from 76 schools in Aberdeen county (including 5 in the city) and 21 in Kincardineshire. Of the latter all except one completed their session and received grants, while nine of the former dropped off the list either through want of sufficient numbers turning up at the beginning, or owing to a dwindling away after the session commenced.

"Of the 87 schools that completed their session, I visited and reported on 23. With very few exceptions the discipline was exemplary and the progress made most gratifying.

Registration.

"Much has been said about the difficulty of registration, but after making full inquiry both last winter and this year so far as it has gone, I cannot say that teachers complain of any hardship. The roll call at the commencement of the evening is the one which will absorb most time, but two minutes or so will be sufficient even for this. After that in a country school with one teacher, the register can be checked in a second or two. In the large town schools, however, where classes usually change hands at the beginning of each new lesson, and where a separate register is kept for each class, a little more time is required, but in this case also the teachers inform me (and I have seen it myself) the time spent on the roll call is only a few seconds."

Mr. Topping :—

"The discipline was of a very satisfactory character. Those who came and continued came to work and gave the teachers no trouble in any other direction.

Attendance.

"As a rule the attendance fell off considerably after the first few weeks. This was the case in most districts, but there were some very striking exceptions, whether due to the exceptional nature of the localities or to the special gifts of the teachers for evening school work. Of course all evening schools had, to begin with, a few enrolled who had no great desire to work, and who, as soon

as it was made evident that this was expected of them, ceased to attend. Very little was done to tempt to attendance by social evenings on the Sunday-school-soirée-and-picnic principle. The teachers relied more on the appreciation by the pupils of thorough and earnest work. When the circumstances of the rural districts are taken into account, the wonder is that with so little assistance the teachers have been able to secure and keep the attendance of so many. Long distances, bad roads and weather, with a hard day's work to produce a disinclination for further exertion had all to be fought against.

"But the most disappointing feature was the lamentable lack of interest shown by members of school boards. Visits were rarely paid, salaries for teachers were not fixed, registers, &c. had to be provided by the teachers, in some cases all expenses had to be met from the grant, the last charge upon which was the teacher's salary. In most cases all that the boards became responsible for was the cost of fire and light." Lack of interest by managers.

XIV.—Secondary Education.

Mr. Macleod:—

"In Elgin and Nairn very efficient secondary education is provided for talented boys and girls free of cost. In Elgin the expenses of such pupils who travel by rail is defrayed by the funds put by the Department at the disposal of the secondary committee of the county, and besides that no fees are charged at the central school, a limited number of bursaries is provided by the same funds for the education of boys and girls who are beyond the reach of railways. The advantages of these arrangements are great. It is no longer necessary to keep a staff in a school to give secondary education to imaginary pupils, nor will the real pupil be sacrificed to the unfavourable conditions of his locality. He is transferred at the proper time to a school where he will have the benefits of an organisation that includes a fair division of labour and high professional attainments and the stimulus that number in competition seldom fails to produce." County committee scheme.

Mr. Andrew:—

"In specific subjects 2,618 presentations were made and 2,171 passes were registered. These numbers show a slight increase upon those of last year. Of these 273 belong to the Orkney division of the district and 617 to Banff. Specific subjects.

"In Banffshire 16 schools sent forward pupils to the leaving certificate examinations in June last, and in Orkney two—Kirkwall Burgh School, and Stromness Public School. The following tables give the results for each county:— Secondary education. Leaving certificate.

Subjects.	Banffshire.			Orkney.		
	Lower Grade.	Higher Grade.	Honours.	Lower Grade.	Higher Grade.	Honours.
English - - -	128	15	—	16	6	—
Latin - - -	31	7	—	6	2	1
Greek - - -	22	3	—	4	—	—
French - - -	45	10	2	4	2	—
German - - -	29	5	—	8	—	—
Mathematics, &c. -	27	—	—	3	3	—
Arithmetic - -	214	26	—	5	—	—
Total -	496	66	2	56	13	1

"In Banffshire a considerable stimulus in the direction of presenting pupils for the leaving certificate examination has been given by the scheme of the county committee on secondary education. They deemed it best to aim at Scheme.

encouraging and developing secondary teaching on the lines on which it had already established itself. With this object in view they selected schools in different parts of the county as suitable centres, being to a considerable extent guided in their choice by the lines of the Dick Bequest selection. The plan of making slump grants to these schools proportionate to their relative importance was discussed, but ultimately it was decided that a system of payment for individual passes on the basis of examinations for merit certificates gained by means of languages and mathematics, and on the results of the leaving certificate examination, would yield an equitable distribution of the grant.

"A year's experience of the working of the scheme seems to fairly justify its adoption.

Merit certificates.

"170 merit certificates earned by means of a language or mathematics were gained.

"The larger sums have gone as a matter of course to the larger and better staffed schools, but substantial grants have also been earned by rural schools.

Improvement of staff.

"One excellent result of the grant and scheme has been the improvement of the staff in the selected schools.

The University.

"Four Banffshire schools sent pupils direct to Aberdeen University Bursary Competition. The foremost place was taken by Banff Burgh School, where the University subjects continue to be admirably taught, but creditable positions were also secured by pupils from Keith, Fordyce, and Aberlour.

Orkney scheme.

"In Orkney slump sums are given to improve the staff of Kirkwall Burgh School and Stromness Public School, and the rest of the grant is given as bursaries to pupils selected by competition from the public schools of the county.

Bursaries limited to county.

"The majority of the bursars elected to study at the burgh school, but several, and these among the most promising, went south. The committee owing to this have decided in future to insist upon bursars attending either at Kirkwall or Stromness. They felt that, by allowing the bright boys and girls whom the bursaries discovered to go out of the county, however much they might be benefiting individuals, they were in great measure defeating the main object for which the grants were given, namely, the promotion of secondary education within the area of Orkney."

Important reason.

Mr. Robertson :—

Inverness and Ross.

"In last year's report a detailed description was given of the schemes of secondary education sanctioned by the Department for the counties of Inverness and Ross. The disbursements under these schemes have just been completed, and it may be said in a word that the committees have good reason to believe that the system of payment partly on results of the examinations for merit certificates (with languages or mathematics) and for leaving certificates, and partly by way of special subsidies to meet the cost of initial or continued equipment, has given a well directed impetus to higher education in the counties."

Good effect of scheme.

Mr. Lobban :—

Ex-VI. scholars increased.

"It is gratifying to me to find that ex-VIth scholars form such a large proportion—6 or 7 per cent.—of the number in attendance. The marked increase in the numbers of such scholars is mainly attributable to the increased attention now given to their instruction.

Secondary department.

"Large, fully equipped, and very successful secondary departments have existed for some time in the Wick Pulteneytown Academy and the Thurso Miller Institution, and more recently the academy in Dingwall, which has unrivalled facilities as an educational centre, has under the enlightened and progressive policy of the board steadily worked its way up to the position of a very good third. On a somewhat lower level are those schools, and there are many of them, whose secondary departments give employment to one or more graduates or other fully qualified teachers. Most of these are doing capital work. As giving some indication of the progress that is being made, the fact may be mentioned that as many as 11 of my schools sent forward candidates to the recent leaving certificate examinations. The Miller Institution succeeded in obtaining three honours certificates.

Leaving certificates.

"I have in previous reports referred to the operations of the Highlands and Islands Trust, and I wish to testify to the powerful influence exerted on higher education in the Highlands by the Trust Bursary Scheme. Besides offering substantial bursaries to the successful candidates, the scheme acts as a healthy stimulus and creates a very wholesome rivalry among schools of the best type." Highlands and Islands Trust useful.

XV.—Deaf and Dumb and Blind Institutions.

Mr. Calder:—

"The success attending the instruction of the blind in the school of the Institution for the Blind, Dundee, is a gratifying proof of what can be done for such pupils. They not only read, write, and count with facility and intelligence, but in the upper classes have a good knowledge of geography from raised maps, and write creditable letters and short composition exercises. They also show a high degree of excellence in part-singing, and some of the older ones play very pleasingly on the pianoforte. Their gymnastic exercises are also entered into with great spirit. Further the deftness of their fingers at knitting and kindergarten work, and in the workshops at brush-making and ornamental basket-work, &c., is really wonderful. Attainments of the blind.

"In the Dundee Public School for the deaf and dumb a more difficult class to instruct are successfully trained by the oral or lip system to speak and understand what is said to them, as well as to read from books, write, and work sums, &c." Deaf and dumb.

XVI.—Miscellaneous.

Mr. Andrew:—

"The scarcity of teachers is being keenly felt in my district. Boards frequently have no response to advertisements offering good salaries, and in Orkney it is becoming a serious question how some of the schools are to be kept open." Scarcity of teachers.

Mr. Calder:—

"The associations in Dundee and Lochee for providing warm dinners to the poorer children during the winter months continue their benevolent work. During last season the former distributed 38,770 free dinner tickets, and the latter 7,880. In addition, many of the schools in the country provide warm dinners for their pupils in cold or stormy weather at the nominal price of a penny, or less when two or more of a family are in attendance. The good done by these warm dinners is simply incalculable. Warm dinners.

"Dundee and Broughty Ferry school boards have also a clothing fund from which they assist poor children who might otherwise not be able to appear at school. The assistance given in this way is reported to be 'much 'appreciated and rarely abused.' In Dundee 243 poor children were so helped." Clothing fund.

"By arrangement with the Police Commissioners the Dundee Board have for years been able to provide swimming lessons in the public baths at the rate of 6*d.* for 12 lessons. These have been largely taken advantage of both by the boys and the girls in the schools. During the past session no fewer than 51,000 boys and 5,000 girls entered the baths. Swimming.

"During the last two years lessons in dancing have been given under the sanction of the Dundee and Broughty Ferry school boards in several of their schools. Dancing.

"In some of the larger schools provision is made for the teaching of pianoforte. Gymnastics is also taught in the Grove Academy, Broughty Ferry, in an excellent gymnasium; and the teaching of the violin has been introduced in Dundee." Pianoforte, gymnastics, and violin playing.

Mr. Robertson:—

Civil Service examinations. Centres in north.

"Strong representations have recently been made by some school boards in this district to the Civil Service Commissioners for the establishment by them of a few northern centres of examination, and there is a pretty general expectation that the concession desired will be made. The present Scotch centres are Edinburgh, Glasgow, and Aberdeen. The cost of attending these centres is almost prohibitory to remote northern aspirants, and the want of a few well-placed northern centres has, it is believed, prevented that amount of local publicity which would have strongly attracted candidates for these lucrative and honourable posts. Some inquiry into the requirements of the Commissioners in the examinations for the Excise, Customs, and Second Division Clerkships convinces me that a goodly number of the smarter boys in our rural elementary schools would soon successfully face the tests if local facilities of examination were accorded.

Technical education. Inverness follows example of Ross.

"The Inverness-shire County Council have at last resolved to follow the example of Ross-shire in the division of the fund alternatively available for purposes of technical instruction. The county grant is now allocated on the basis of population among the eight districts. The district committees get possession of the grant on certain well drafted conditions, the chief being the preparation of a scheme of technical education suited to the special needs of the locality, and a guarantee on the part of the district committee to produce at the end of the financial year a duly vouched account of all expenditure under the scheme as the scheme has been approved by the general council. Practical cookery, laundry work, agriculture, navigation, needlework, and passes in Science and Art subjects at local centres find a prominent place in the schemes. There is bound to be some waste or overlapping of effort and of money, but it is difficult to devise a better method of working these admittedly tentative schemes than that adopted by the county council. Local control carefully safeguarded by central administration is the general feature of the arrangement."

General feature of the arrangement.

Mr. Lobban:—

19 D (*a*) schools. Vary in efficiency.

"Sub-schools, under Article 19 D (*a*), are very numerous, especially in Sutherland. There are 28 of them this year, with an aggregate presentation of 249 scholars. They vary very much in efficiency."

Mr. Munro:—

Aesthetics of the school.

"Elaborate ornamentation and costly pictures are not necessary, but surely some simple scheme of decoration might be carried out by co-operation between teachers and pupils, seeing that the school is their abode for so large a portion of their lives. The influence of even an attempt to realise beauty and order in the school would be great and beneficial to all concerned, not to speak of the pleasure it would give. It is from the teacher that the impetus must come, and I would not despair of the support of both parents and managers, though the initiative seems unlikely ever to come from them.

Sanitation.

"The two conditions are, (1) properly constructed and situated latrines, and (2) proper supervision. Even new schools are sometimes deficient in both respects, and managers are very much to blame who allow a community of children to run the serious risks they undoubtedly incur from defective sanitation, or to grow up into habits of disregard to cleanliness and modesty. Nor are teachers free of responsibility, for the public expects more of them than that they merely see to the book lessons of the children."

Mr. Macleod:—

Cookery.

"Practical cookery is taught in a large number of the schools in this district, and I find that even in country districts, where it was feared the cooked articles would lie in the hands of the teacher, a ready sale is found for them.

Laundry work.

"Laundry work is now also taught."

Mr. Muir:—

Cookery.

"Cookery classes are, or have lately been, conducted in Brechin, Arbroath, and Montrose."

Mr. Andrew :—

"Practical cookery is taught in nearly all the larger, and in several of the smaller, schools of Banffshire. This branch of instruction is a specially suitable one for evening continuation classes. A large and most successful class, composed mostly of working-class girls and working men's wives, has been conducted during the present winter in Keith. In Stromness Public School also an evening class has been very popular, and the board intend in the course of the present summer to introduce cookery instruction into the day school, and will have the credit of being the first board to do so in Orkney." Cookery. Suitable for evening classes. Orkney.

Mr. Lobban :—

"The Wick and Thurso boards have each a competent teacher of cookery for their town schools. The classes are continued throughout the year, and are doing much good in the district. A group of Ross-shire boards also employed a specialist to make a tour of their schools. Cookery.

"This is a branch of instruction that deserves every encouragement, and I hope to see it taken up more generally." Usefulness.

Mr. Muir :—

"There are very few applications for a merit certificate in this district." Merit certificate.

Mr. Calder :—

"There is a slight increase in the number of schools presenting candidates for this distinction. In the four schools with secondary departments under inspection the certificate is keenly sought after, and a considerable number of their ex-VIth. pupils have been presented for it every year since it was instituted. Last year 270 candidates from these schools were examined." Slight increase.

Mr. Robertson :—

"Merit certificates are now more freely taken, their value as the crown of the elementary work of a school being more generally appreciated." More freely taken.

Mr. Lobban :—

"The merit certificate is steadily growing in favour. About 150 candidates were presented in the course of the year, of whom from 60 to 70 per cent. passed." Growing in favour.

APPENDIX.

TABLE I.

Northern Division.

Specific Subjects.

Subject.	Presented.			Passed			Approximate Percentage Passed.		
	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.
1. Mathematics - -	2,502	811	188	1,881	654	155	75	80·6	80·2
2. Latin - - -	2,526	1,100	535	1,990	905	409	78·7	82·2	76·4
3. Greek - - -	141	64	56	129	63	52	91·4	98·4	92·7
4. French - - -	2,038	936	484	1,614	716	383	79	76·4	79
5. German - - -	347	106	41	302	94	37	87	88·6	90·2
6. Agriculture - -	852	630	279	699	540	237	82	85·7	84·9
7. Domestic Economy -	2,832	1,617	1,382	2,339	1,371	1,162	82·5	84·7	84
8. Phonography - -	252	121	14	216	112	13	85·7	92·5	92·8
9. Bookkeeping - -	135	28	—	50	3	—	37	10·7	—
10. Navigation - -	350	149	21	206	119	18	58·8	80	85·7
11. Geology - - -	40	20	—	32	20	—	65·3	100	—
12. Magnetism and Electricity.	10	10	—	9	9	—	90	90	—
13. Mensuration - -	5	—	—	5	—	—	100	—	—
14. Gaelic - - -	45	14	11	31	11	9	68·8	78·5	81·8
1894, Totals -	12,084	5,696	3,010	9,503	4,617	2,475	78·6	82·5	82·2
1893 „ -	10,862	5,169	3,009	8,295	4,227	2,441	75·5	81·7	81·1

TABLE II.—Northern Division.

Specific Subjects.

No. of District.		No. 15. (Mr. Calder.)		No. 16. (Mr. Muir.)		No. 17. (Mr. Andrew.)		No. 18. (Dr. Stewart.)		No. 19. (Mr. Lobban.)		No. 20. (Mr. Macleod.)		No. 21. (Mr. Robertson.)	
No. of Subject.	Name of Subject.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
1	Mathematics	824	620	166	134	377	286	978	784	553	440	167	103	436	323
2	Latin	587	414	200	149	613	493	1,196	1,069	662	532	283	198	620	449
3	Greek	14	14	4	4	84	80	62	60	45	42	16	14	35	30
4	French	562	464	157	113	447	362	1,368	1,084	453	354	227	165	244	171
5	German	120	116	25	21	104	97	112	92	82	63	28	25	23	19
6	Agriculture	51	38	34	30	198	179	895	769	117	74	153	113	313	273
7	Domestic Economy	1,016	854	127	79	699	595	2,410	2,098	373	274	548	463	658	509
8	Phonography	155	126	33	30	3	3	140	130	4	4	51	47	1	1
9	Bookkeeping	4	0	—	—	—	—	116	19	—	—	43	34	—	—
10	Navigation	—	—	—	—	24	24	4	4	1	1	64	36	427	278
11	Geology	—	—	—	—	69	52	—	—	—	—	—	—	—	—
12	Magnetism and Electricity.	—	—	—	—	—	—	—	—	—	—	—	—	20	18
13	Mensuration	—	—	5	5	—	—	—	—	—	—	—	—	—	—
14	Gaelic	—	—	—	—	—	—	—	—	16	16	—	—	54	35
	Totals	3,333	2,646	751	565	2,618	2,171	7,281	6,109	2,306	1,800	1,580	1,198	2,831	2,106

TABLE III.—Northern Division—*continued.*

Specific Subjects in Stages.

No. of District.		No. 15. (Mr. Calder.)						No. 16. (Mr. Muir.)						No. 17. (Mr. Andrew.)						No. 18. (Dr. Stewart.)					
		Presented.			Passed.			Presented.			Passed.			Presented.			Passed.			Presented.			Passed.		
No. of Subject.	Name of Subject.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	Mathematics	601	195	30	423	162	25	122	34	10	98	29	7	271	80	26	195	68	23	744	212	52	575	162	47
2	Latin	356	178	53	244	128	42	136	45	19	110	31	8	310	182	121	262	146	85	732	325	139	646	294	129
3	Greek	6	4	4	6	4	4	2	2	—	2	2	—	40	32	22	37	22	21	39	17	6	37	17	6
4	French	361	154	47	269	139	45	94	44	19	76	26	11	248	119	80	201	97	64	789	370	209	637	289	167
5	German	84	24	12	69	24	12	16	7	2	16	3	2	70	27	7	64	26	7	79	26	7	63	23	6
6	Agriculture	25	21	5	18	16	4	28	4	2	25	3	2	144	49	5	135	39	5	364	377	154	304	334	131
7	Domestic Economy	535	310	171	423	289	151	80	28	19	49	14	16	227	280	242	196	201	198	1,205	645	309	1,089	572	467
8	Phonography	103	40	12	78	36	12	22	10	1	21	9	0	1	2	—	1	2	—	83	56	1	77	52	1
9	Bookkeeping	3	1	—	0	0	—	—	—	—	—	—	—	—	—	—	—	—	—	80	27	—	16	3	—
10	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	15	9	—	15	9	—	—	4	—	—	4	—
11	Geology	—	—	—	—	—	—	—	—	—	—	—	—	49	20	—	32	20	—	—	—	—	—	—	—
12	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13	Mensuration	—	—	—	—	—	—	5	—	—	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Gaelic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals	2,074	925	334	1,562	789	295	505	174	72	402	117	46	1,375	749	503	1,138	630	403	4,154	2,039	1,098	3,444	1,741	954

TABLE III.—Northern Division—*continued.*

Specific Subjects in Stages—*continued.*

No. of Subject.	Name of Subject.	No. 19. (Mr. Lobban.)						No. 20. (Mr. Macleod.)						No. 21. (Mr. Robertson.)					
		Presented.			Passed.			Presented.			Passed.			Presented.			Passed.		
		1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	Mathematics	380	137	36	298	111	31	94	57	16	50	42	11	320	98	18	232	80	11
2	Latin	426	143	93	332	128	72	172	67	44	111	55	32	394	160	66	285	123	41
3	Greek	28	8	9	25	8	9	13	1	2	11	1	2	13	10	12	11	9	10
4	French	272	125	56	214	89	51	122	67	38	92	43	30	152	57	35	114	42	15
5	German	60	11	11	45	9	9	18	9	1	18	7	0	20	2	1	16	2	1
5	Agriculture	63	46	8	31	36	7	44	63	46	30	50	33	184	70	59	156	62	55
7	Domestic Economy	133	168	72	102	116	56	255	101	192	211	74	178	337	135	186	269	114	126
8	Phonography	4	—	—	4	—	—	39	12	—	35	12	—	—	1	—	—	1	—
9	Bookkeeping	—	—	—	—	—	—	43	—	—	34	—	—	—	—	—	—	—	—
10	Navigation	—	—	1	—	—	1	53	8	3	31	3	2	282	128	17	160	103	15
11	Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	10	10	—	9	9	—
13	Mensuration	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Gaelic	12	1	3	12	1	3	—	—	—	—	—	—	33	13	8	19	10	6
	Totals	1,378	639	289	1,063	498	239	853	385	342	623	287	288	1,745	684	402	1,271	555	280

TABLE IV.

NORTHERN DIVISION.

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Phonography.	Book-keeping.	Navigation.	Geology.	Magnetism and Electricity.	Mensuration.	Physical Geography.	Animal Physiology.	Gaelic.
1894	3,501	4,161	260	3,458	494	1,761	5,851	387	163	520	69	20	5	—	—	70
1893	2,882	3,601	223	3,151	454	1,548	5,696	462	268	629	49	27	—	9	2	39
Increase	619	560	37	307	40	213	155	—	—	—	20	—	5	—	—	31
Decrease	—	—	—	—	—	—	—	75	105	109	—	7	—	3	2	—

TABLE V.—Northern Division.

Grants under 19 A (2) and (3); B 1. (*a*); and E, with Approximate Per-centages.

District.	Total No. of Departments.	Numbers and Approximate Per-centages.	Organisation and Discipline. Number of Departments paid at			Singing. Number of Departments paid at			Children in and under Standard III. Number of Departments classed as				Children above Standard III. Number of Departments classed as				Gratuities to Pupil-Teachers. Number paid at			Deductions.
			1*s.* 6*d.*	1*s.*	0.	1*s.*	6*d.*	0.	Excellent.	Good.	Fair.	0.	Excellent.	Good.	Fair.	0.	60*s.*	40*s.*	0.	
15. Mr. Calder	128	Numbers	85	42	1	123	4	1	35	79	7	—	8	59	27	2	39	78	23	0
		Per-centages	66·4	32·8	·8	96·1	3·1	·8	29·	65·	6·	—	8·3	61·5	28·1	2·1	28·	56·	16·	—
16. Mr. Muir	141	Numbers	112	29	—	74	48	19	40	78	21	—	14	71	51	—	11	38	7	0
		Per-centages	80·	20·	—	52·	34·	14·	29·	56·	15·	—	10·	52·	38·	—	19·6	67·9	12·5	—
17. Mr. Andrew	137	Numbers	106	31	—	94	36	7	23	103	11	—	22	94	20	—	32	22	6	0
		Per-centages	77·	23·	—	69·	26·	5·	17·	75·	8·	—	16·	69·	15·	—	53·3	36·7	10·	—
18. Dr. Stewart	368	Numbers	310	58	—	305	60	3	104	241	22	—	38	228	68	3	102	117	66	7 tenths.
		Per-centages	84·2	15·8	—	82·9	16·3	·8	28·4	65·6	6·	—	11·3	67·6	20·2	·9	35·8	41·	23·2	—
19. Mr. Lobban	156	Numbers	110	46	—	74	64	18	22	103	31	—	20	87	41	2	18	35	25	1 tenth.
		Per-centages	70·	30·	—	47·5	41·	11·5	14·	66·	20·	—	13·4	58·	27·3	1·3	23·	45·	32·	—
20. Mr. Macleod	119	Numbers	66	51	2	67	38	14	24	85	10	—	18	61	28	—	15	31	12	0
		Per-centages	55·4	43·	1·6	56·3	32·	11·7	20·	72·	8·	—	17·	57·	26·	—	26·	53·4	20·6	—
21. Mr. Robertson	212	Numbers	171	41	—	89	92	31	25	135	68	1	10	104	109	1	12	34	26	2 tenths.
		Per-centages	80·6	19·4	—	42·	43·4	14·6	10·9	59·	29·7	·4	4·5	46·4	48·7	·4	16·7	47·2	36·1	—
Totals	1,261	Total Numbers	960	298	3	826	342	93	273	824	170	1	130	704	344	8	229	355	165	10 tenths.
		Per-centages	76·1	23·6	·3	65·5	27·1	7·4	21·5	65·	13·4	·1	11	59·4	29·	·6	30·5	47·4	22·1	—

TABLE VI.—Northern Division.

Class Subjects, with Approximate Per-centages.

District.		English.				Geography.				History.			
		No. of Departments.	Number of Departments paid at			No. of Departments.	Number of Departments paid at			No. of Departments.	Number of Departments paid at		
			2s.	1s.	0.		2s.	1s.	0.		2s.	1s.	0.
15. Mr. Calder		98	80	18	—	87	66	21	—	68	55	11	2
	per cent.		81·6	18·4	—	—	76·	24·	—	—	81·	16·	3·
16. Mr. Muir		124	49	55	20	106	62	37	7	77	46	25	6
	per cent.		39·5	44·4	16·1	—	58·5	34·9	6·6	—	59·7	32·4	7·9
17. Mr. Andrew		136	96	38	2	136	110	24	2	71	49	20	2
	per cent.		70·5	28·	1·5	—	80·9	17·6	1·5	—	69·	28·2	2·8
18. Dr. Stewart		340	278	58	4	336	296	37	3	70	61	7	2
	per cent.		82·	17·	1·	—	88·1	11·	·9	—	87·	10·	3·
19. Mr. Lobban		151	96	47	8	140	116	23	1	103	86	16	1
	per cent.		63·6	31·1	5·3	—	78·	21·4	·6	—	83·5	15·5	1·
20. Mr. Macleod		106	82	24	—	106	58	41	6	79	39	34	6
	per cent.		77·	23·	—	—	55·	39·	6·	—	50·	43·	7·
21. Mr. Robertson		207	113	92	3	207	154	52	1	167	104	61	2
	per cent.		54·1	44·4	1·5	—	74·4	25·1	·5	—	62·3	36·5	1·2
Total		1,163	796	332	37	1,128	864	244	20	635	440	174	21
Total	per cent.		68·2	28·6	3·2	—	76·6	21·6	1·8	—	69·3	27·4	3·3

TABLE VI.—Northern Division—*continued.*

Class Subjects, with Approximate Per-centages—*continued.*

District.		Elementary Science.				Needlework.					
		No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments under 19 A (4) paid at	
			2*s.*	1*s.*	0.		2*s.*	1*s.*	0.	1*s.*	0.
15. Mr. Calder		4	4	—	—	21	16	5	—	103	—
	per cent.	100	—	—	—	76·	24·	—			
16. Mr. Muir		—	—	—	—	3	1	2	—	121	1
	per cent.	—	—	—	—	33·	67·	—			
17. Mr. Audrew		4	3	1	—	10	10	—	—	127	4
	per cent.	75·	25·	—	—	100	—	—			
18. Dr. Stewart		14	14	—	—	15	13	2	—	352	4
	per cent.	100	—	—	—	86·6	13·4	—			
19. Mr. Lobban		—	—	—	—	2	1	1	—	153	1
	per cent.	—	—	—	—	50·	50·	—			
20. Mr. Macleod		—	—	—	—	—	—	—	—	114	5
	per cent.	—	—	—	—	—	—	—			
21. Mr. Robertson		1	1	—	—	5	3	2	—	206	1
	per cent.	100	—	—	—	60·	40·	—			
Total		23	22	1	—	56	44	12	—	1,176	14
Total	per cent.	95·7	4·3	—	—	78·6	21·4	—	—	—	

TABLE VII.—(Whole Division)—Approximate Per-centages.

Children in and under Standard III.

Rates of Payment.	Excellent.	Good.	Fair.	0.
Per-centage of departments at the various rates - - -	21·5	65	13·4	·1

Organisation and Discipline.

Rates of Payment.	1*s.* 6*d.*	1*s.*	0.
Older children - - - -	75·8	23·9	·3
Infant departments - - -	80	20	—

Singing.

Rates of Payment.	1*s.*	6*d.*	0.
Older children - - - -	63	29	8
Infant departments - - -	99	1	—

Pupil-teachers.

Rates of Payment.	60*s.*	40*s.*	0.
Per-centage at each rate - -	30·5	47·4	22·1

REPORT *by* J. STRUTHERS, ESQ., *one of Her Majesty's Inspectors of* SCHOOLS *in* SCOTLAND, *on Sloyd and Kindergarten Occupations in the Elementary School.*

SIR, March 1895.

AT your request I submit, for the consideration of their Lordships, the following observations on a department of school work which has now received a considerable development in the schools of the Edinburgh district. I do not propose to enter into a description of the various occupations, but shall aim only at giving such an account of the purpose, method, and results of this kind of teaching as shall enable a judgment to be formed as to whether its further extension in these schools and its introduction into others is desirable.

Use of the term Sloyd.

First a word as to the term sloyd and its connexion with kindergarten occupations. Sloyd is the pronunciation naturally given by English-speaking people to the Swedish word slöjd, which means "skill or dexterity of hand."* In its general sense the word may be applied to any system of instruction which aims at giving increased dexterity of hand to children whatever the ulterior object may be. But in Sweden the word has also acquired a special sense. It is applied to certain systems of working in wood, iron, or other material, carefully thought out and widely practised in the schools of that country, which aim not so much at developing dexterity of hand, though that result is not in itself unimportant, as at making manual instruction *contribute towards the general education of the pupil.* Well arranged and properly conducted work of this kind—the qualifications are most important—is regarded as a very valuable, in some respects, the most valuable, means available to the teacher of developing in the pupil such qualities as intelligence, practical judgment, exactness, perseverance, taste, power of initiative, individuality.

Of these systems the typical one, of which the others are mainly modifications or developments, is the system of woodwork taught in the Sloyd-Seminarium at Nääs, near Gothenburg. That school presided over by Herr Otto Salomon, one of the most remarkable men in the educational world of to-day, has existed since 1872, and the system of woodwork taught there has been gradually elaborated and constantly revised in the light of the experience of the numerous teachers engaged in teaching it in elementary schools. To the institution at Nääs teachers from all parts of Sweden are sent to be trained in this part of their work. There they have an opportunity of acquiring the requisite technical skill, and they are at the same time instructed in the principles which underlie the system by means of lectures and discussions full of rich suggestiveness as to the whole field of education. Teachers from other countries also are admitted to certain of the courses, and receive instruction free of charge. They come from every country in Europe, from both the old and the new world—even from Japan. Among them have been not a few teachers from both England and Scotland.

Into the distinctive features of the system—the use of the knife as an introductory tool, the making of completed models combining several

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* Adj. slög=skilful or dexterous: cf. Eng. word "sleight" in "sleight of hand."

exercises as against the practice of exercises separately, the use of curved and moulded forms not belonging to pure carpentry—I do not propose to enter. What is important to notice here is its main principle, viz., that work of the kind in question is not to be taught as an end in itself, but rather as a means of securing certain valuable results, to wit, those enumerated above. It is, in the director's phrase, "Sloyd in the service of the school," and is to be taught in due relation and subordination to other school studies.

The difference between manual training of this kind and manual training which aims simply at producing in the pupils a certain dexterity of hand which may be useful to them in the industrial occupations of after life is fundamental, and cannot be too strongly insisted on. The difference of aim naturally leads to an entire difference of method. For example, if technical skill only is aimed at, probably the most effective means of securing it will be the frequent repetition of the same operation till a certain mechanical knack is acquired, whereas in the other case the pupil will at each stage have as it were a new problem set him, the solution of which exercises the intelligence and requires forethought and concentration of mind. I do not at all mean to contrast these two methods of manual training as good and bad respectively. It is conceivable, for instance, that in trade schools, if such were established, designed as a substitute or partial substitute for an apprenticeship, the former method might be the proper one, but it is entirely out of place in an elementary school. To distinguish these two kinds of manual training it may be convenient to use the term "sloyd," which has no previous connotation in English, to denote that form of manual training in which the educational rather than the technical aim is predominant. In this sense the term sloyd will be simply a convenient shorthand expression for *educational manual training*, and I propose so to use it.

Definition.

We may thus apply the term not only to that system of working in wood which is distinctively known as "sloyd," but to any system of exercises in any material (wood, iron, cardboard, or clay) which can be clearly shown to be educational in its objects and methods. As to the various ordered collections of models and exercises commonly called "systems" or "series," I would deprecate the blindfold adoption or transplanting of any one of them. The circumstances of the school are to be considered. Moreover, as one of the great functions of sloyd is to develop individuality in the pupils there must be a corresponding individuality on the part of the teacher. He will accomplish better results with a system which he has worked out for himself, and which he thoroughly believes in than if he were blindly to adopt the best of all possible systems. On the other hand, of course, it would be mere foolishness to refuse to profit where possible by the experience of others.

Kindergarten occupations—their connection with Sloyd.

Let us turn now to the exercises commonly practised in schools under the name of kindergarten occupations. An ardent Froebelian would perhaps say that there is very little of the kindergarten about them, and would doubtless contend for the system, and nothing but the system. But the elementary school must take its goods where it finds them, and experience clearly shows that these exercises can be so arranged and conducted in ordinary schools as not merely to afford a welcome relief from other school studies, but to be in themselves a valuable means of education. The general public, I am afraid, and occasionally teachers as well, are apt to regard these occupations as mere amusements, which may be conducted anyhow, and which serve their purpose if they keep the children out of mischief. As a matter of fact they are, if properly made use of, identical in purpose and effect with the sloyd occupations

already referred to, and may be included under the wider designation. They differ only in the greater simplicity of the exercises, in employing a less obstinate material, and in being less susceptible of accuracy and finish. But the educational reasons which justify the introduction of either into schools are precisely the same, and the educational advantages to be reaped from them are the same in kind. Sloyd, as Herr Salomon has expressly recognised, is the application of certain kindergarten principles to the work of the juvenile school, and it would be interesting, were this the place, to trace back step by step the present form of sloyd instruction in Sweden to its origin in the work of Froebel.

It may perhaps serve to give greater concreteness to what I have to say if I now proceed to enumerate a few of the various occupations which I have in view, stating at the same time the stage of school life to which they seem to me to be appropriate.

Summary of manual occupations.

I. There are first of all the various kindergarten occupations suitable in various degrees for infant departments or for children under 8. They comprise such operations as the use of the gifts, stick-laying, pea-work, paper-folding and cutting, mat-weaving, basket work, kindergarten drawing, colouring, and brushwork. It is obvious that some of these are more difficult than others, and are in consequence suitable for different ages; that some of them in themselves admit of a certain amount of gradation; and that there is such a variety of them as to make it unnecessary to repeat the same exercise in successive years, or indeed to continue it for a moment after the interest of the children begins to flag. Of these various exercises each infant school will naturally make its own selection, but in each the exercises selected should be so arranged that there is something like orderly progress from the simpler to the more difficult, while at the same time care is taken to secure due relief and variety.

II. Clay-modelling. This occupation affords exercises of a very wide range. It may be used in rude fashion in comparatively young classes in the infant school, particularly as a sequel to object lessons, and it is at the same time capable of delicate and refined manipulations such as will make sufficient demand on the capacities of even the most advanced scholars. In the schools of Paris, for example, it is an exercise for the highest classes. On the whole, it is probably in Standards I., II., and occasionally III., that this occupation can be best turned to account.

III. Cardboard work, which is capable of, or rather demands the utmost exactness, and yet is within the capacity of the average child in (III.), IV., or V. This exercise has a special interest for children on account of the usefulness of many of the articles made, and is also most helpful in the teaching of drawing.

IV. Woodwork. This, as admitting of the greatest variety of form and manipulation, and also of the utmost exactness, is probably the sloyd occupation "par excellence." It is best calculated to secure the immediate result, viz., development of *general* dexterity of hand, and at the same time affords ample field for the exercise of the special sloyd discipline. It is specially suitable for the highest classes.

V. Ironwork with or without the forge might be an alternative for the oldest pupils, and I have no doubt that other suitable sloyd occupations exist or may be invented.

All these, if suitably graduated and properly taught, may be regarded as sloyd occupations, employing the word in the wider sense which I have endeavoured to give it.

Drawing.

In the above list I have made no mention of a very important subject, viz., drawing, which is essentially a sloyd occupation. It develops dexterity of hand in a certain direction, and may at the same time be made a valuable means of mental discipline. Its connexion with other sloyd occupations cannot be too strongly insisted on. A certain power of drawing is a necessary preliminary in the more advanced occupations, and there can be no doubt, on the other hand, that the practice of these occupations reacts beneficially on the teaching of drawing. The opportunity they give for the immediate practical application of drawing is in itself a gain of great importance. Again, several of the occupations, *e.g.*, cardboard work, enable the pupil to obtain an insight into the meaning of such terms as plan, elevation, and section, such as they could probably obtain in no other way. It may not be unimportant to remark that in the natural order of the development of the faculties power to make a model comes before the power of drawing. The child first endeavours to represent the thing as a whole of three dimensions, however vaguely and crudely, and only afterwards proceeds to abstract some one aspect of it. Accordingly, in the earlier stages the model must be used to interpret the drawing, and not *vice versâ*. It is only at a comparatively advanced stage that the pupil can be expected to work from drawings alone. In view of the intimate connexion of drawing with the various manual occupations, it is somewhat unfortunate that these two branches of what is educationally the same subject should in the earlier stages fall to be organised and supervised by two different Departments, or that drawing should in such a marked way be separated off from the rest of the work of the school.

The argument for manual training in schools—

Having detailed the various occupations embraced under the head of sloyd, I come now to consider what advantages may be expected to result from making these occupations an integral part of the work of the elementary school.

necessary for a well-balanced development of the faculties.

In the first place, then, we shall thereby make the education of the child more complete, all round, and well balanced. Education aims, or ought to aim, at the harmonious development of the faculties which children possess, especially such of them as are likely to be of value in the work of life. Now there is a faculty of the hand as well as of the brain—on the intimate connexion of these two I shall have a word to say later—and a reasonably complete education will not neglect the development of the former. This view might perhaps be maintained, even were these faculties to some extent antagonistic, but it is greatly strengthened if, as I shall try to show, there are grounds both in theory and experience, for believing that manual training of a certain kind and amount promotes rather than retards advancement in the ordinary subjects. In that case there is all the more reason for regarding an education which does not include some training of the faculty of the hand as lacking in balance and completeness.

Were this balance and completeness merely a question of doctrinaire symmetry it would not be worth while insisting upon it, but there is, I think, some justification for the opinion that the predominantly mental or bookish character of much of our common school education has certain practical consequences which are not desirable. That opinion is doubtless often expressed in exaggerated terms, based upon an imperfect acquaintance with the actual work of the schools, but it receives weighty confirmation in the following excerpt from the report of a committee of

the London School Board on the subjects and modes of instruction in their schools:—

"The boys who leave school thus early are mainly employed in posts such as that of errand or shop boy, in which they learn no skill nor anything to qualify them to follow a trade. Their earnings help their families for a time, but they drift into that mass of unorganised and unskilled labour amongst which, whether employed or unemployed, much misery exists, and which constitutes a dangerous waste of national force."

Of the remedies which this state of things seems to call for, one, the compulsory lengthening of school life, is a measure of general politics which I cannot here discuss. I may remark, however, in passing that the operation of the freedom of classification now accorded to schools will in large measure secure the same result. As I have shown elsewhere, it is extremely probable that in a few years about half of the children presented in Standard V. will be over 13 years of age. With the more leisurely progress thus made we may reasonably hope to secure a broader treatment of the work of V., and such enhanced efficiency as will make it virtually equivalent to the work of VI. It remains to be seen, however, whether this silent lengthening of the actual period of school life will be acquiesced in by those most concerned.

The other remedy is a strictly educational one. It is such a broadening and simplification of the school curriculum as shall remove the predisposition which at present exists towards certain kinds of employment. Most emphatically it is not desirable that trades should be taught in schools, but we may at least secure such a well-balanced development of the faculties of the pupils as shall place them in a position of substantially greater freedom in the choice of their life work when they leave school. Now that the system of free compulsory education has to a very large extent taken it out of the power of parents to determine for themselves what the training of the children shall be, it becomes a matter of the utmost importance to see that that education is free from all bias.

Certain direct results.

On the direct results of manual training I shall not dwell. Important as they may be, I do not wish to lay any special stress upon them in the present paper, whose object will be mainly to point out some indirect results of greater educational importance.

But manual dexterity, if general in its nature, and not the knack of any one trade, is in itself an acquisition not to be despised. It has a value for all men, but specially of course for those of the industrial classes.

If the doctrine, to which I shall have occasion to refer directly, of the development of the motor centres in the brain be correct, there is reason to believe that the traditional skill which distinguishes certain sections of our manufacturing population, *e.g.*, those engaged in the textile manufactures, can only be fully acquired during what is properly speaking school age. It is so acquired at present, because the children in these districts leave school early, or attend only as half-timers, and if school attendance is to be prolonged, as is desirable, some provision must be made in the school itself for the development of power of hand. To certain other classes also, to the dweller in remote country districts, and to the emigrant, this kind of training has an economic value.

Again, it does not seem unreasonable to hope that properly conducted manual training may do something toward diffusing an appreciation and fostering an ideal of sound workmanship even in the commonest articles. It is of the essence of this kind of work that quality rather than amount should be insisted upon. There is no necessity from the scholastic

point of view that the work should be done at all. Hence in what is done the very highest standard of accuracy and finish should be set. It is also important that the reasons for passing or rejecting any piece of work should be made clear to and acquiesced in by the pupil.

Its place as introductory to technical education.

At this point more suitably than elsewhere I may mention one reason of great weight for the introduction of manual training into schools. If ever any large use is to be made of the Technical Schools Act of 1887, the special work of these schools must to some extent be led up to in the elementary schools of the district concerned, and in no other way could preparation better be made than by a systematic and well-considered course of manual training in conjunction with drawing. The opinion might even be hazarded that a demand for these special schools is likely to arise most naturally and most properly when the kind of instruction referred to has already been carried in the elementary school to the point at which it requires special organisation and subdivision, together with a different grouping of subjects.

Valuable *chiefly* for its disciplinary effects.

But so far as the elementary school is concerned manual training is to be valued not so much for its direct results, important though these may be, as for its disciplinary effects, that is to say, for the contribution it makes toward the development of character and intelligence.

I have already alluded to the intimate interdependence of hand and brain. That interdependence has long been more or less vaguely recognised, but the recent researches of Ferrier and others have given a new meaning to the phrase. It has been shown that there are in the brain distinct motor centres, of which those of the hand are specially important; that these motor centres have a distinct but limited period of growth, extending over, roughly, the period from the fourth to the fifteenth years; that their development depends on adequate exercise of the corresponding muscles *during this period;* that these motor centres are so intimately connected with other parts of the brain that if they are imperfectly developed there is apt to be a corresponding loss of mental power.

These statements are based upon a pamphlet on "Handcraft" by Sir James Crichton-Browne, from which I now proceed to quote two passages as summing up the whole matter. "It is plain," he says, "that "the highest functional activity of these—the motor—centres is a thing "to be aimed at with a view to *general mental power* as well as with a "view to muscular expertness, and as the hand centres hold a prominent "place amongst the motor centres, and are in relation with an organ "which in prehension, in touch, and in a thousand different combina- "tions of movement adds enormously to our intellectual resources, "besides enabling us to give almost unlimited expression to our "thoughts and sentiments, it is plain that the highest possible func- "tional activity of these hand centres is of paramount consequence not "less to mental grasp than to industrial success."

Again, "Depend upon it that much of the confusion of thought, "awkwardness, bashfulness, stutterings, stupidity, and irresolution "which we encounter in the world, and even in highly educated men "and women, is dependent on defective or misdirected muscular "training, and that the thoughtful and diligent cultivation of this is "conducive to breadth of mind as well as to breadth of shoulders."

We have then scientific authority in favour of the assumption that the development of hand faculty must in itself have an appreciable effect on the development of the higher mental powers. But even if we lay no stress on the physiological connexion it still remains true that the process of manual training by which hand faculty is developed affords a particularly favourable field for the exercise and development

of what are generally regarded as purely mental faculties. On this point we may appeal to experience. One cannot watch a group of children engaged in one of the more advanced kindergarten occupations requiring individual work without being convinced that the higher faculties of discrimination, selection, practical judgment, and calculation or foresight are being exercised to an unusual degree. Probably there is no single faculty brought into play in the teaching of the ordinary school subjects which is not exercised in an approximately equal degree in manual work.

And when we come to the cardboard work and the woodwork of the higher standards the case for the intellectual value of manual training is strengthened. In the first place, these exercises admit of a great degree of exactness, and hence their disciplinary value is enhanced. In the second place, the making of each object or model, as it is called, involves a considerable number of operations, a mistake in any one of which is likely from the nature of the material to be fatal. It is not like a drawing or a sum on a slate where careless work may be effaced by a sponge and a correction at once made. The pupil *must* look a-head, the nature of the material must be studied, and the effect of each single operation must be calculated. A single false cut, a small deviation from the dimensions given, and the whole work has to be done over again. It is obvious that work of this kind may easily be made the means of developing in the pupil the power of close observation, power of concentrating attention, judgment, foresight, and the habit of painstaking accuracy. These qualities are not named haphazard, but are precisely those which the nature of the work is calculated to develop. It is again a valuable peculiarity of this kind of work that the pupil is to a large extent his own judge. A piece of work is wrong, not because the teacher says so, but because he himself sees that the thing he is making is not the thing he wants to make. It is difficult to overstate the value of the moral discipline involved in this perception.

Let me add, however, that in order to make manual work of any kind a really efficient mode of intellectual training there must be no mechanical repetition. The pupil must at each stage have a fresh problem presented to him, which shall sustain his interest and call for the exercise of all his faculties. To cause him to repeat the same operation over and over again till he has acquired a certain mechanical knack of doing it is really to do something toward teaching him a trade, but it is not sloyd. The process has little educative value. One cannot get a better idea of what is meant by sloyd than by laying firm hold of this distinction.

Certain advantages which it possesses over other school subjects.

But it may be said: Admitting that manual training may be made a valuable means of intellectual education, it is only one among many such means. Do not the subjects at present taught in schools, which we *must* continue to teach, amply suffice for that purpose? Is there any special virtue inherent in manual training that it also should find a place in the school? The answer to this question brings us to what I must consider the central position of the sloyd doctrine. It is that there *is* a special virtue inherent in manual training, and that in two ways. In the first place it has a unique power of securing and sustaining the interest of the average child, and secondly it substitutes for the receptive and passive attitude on the part of the child the active and productive one. The two reasons are intimately connected and on both points we may appeal to experience.

It is a matter of common observation in those infant schools where fair trial has been made of kindergarten occupations that in this kind

of work the children show an absorption of interest and a concentration of attention such as they do in no other. No ordinary occurrence, such as strangers entering or leaving the room, has power to distract their attention. I have found that when questions are addressed to them individually they usually answer without looking up, and, indeed, almost seem to resent the interruption. This is but the natural consequence of a fact of common observation, viz., that children delight, above all things in doing something, and specially in making something. They will make mud pies, or dolls, or houses, or ships, or draw impossible men and horses on the wall or on their slate. It is a necessity of their nature; and, if I may be allowed a conjecture, it probably connects itself with the fact already alluded to, that this is the period of the development of the motor centres in the brain. Now, if as I have tried to show, this productive activity of children can be turned to account educationally, it is clear that we have here a great source of motive power in education which is at present largely running to waste in our schools. The restlessness of a healthy child is simply an indication that the reservoir of energy is full and brimming over, and we only need to lead it off by proper channels to secure the most valuable educational results. Every good teacher prefers to rely upon interest rather than upon compulsion as a motive force in education, and though it is perhaps too much to expect that every necessary subject of study be made interesting at all times, we cannot afford to exclude from the school programme a subject which has an inherent attraction for children if it has in itself any educational value whatever.

I. Its power of interesting children.

The attractiveness of this subject for children has one important result of which I must make special mention. Regular attendance at school is an indispensable condition of progress, and if the effect of the inclusion of manual training in the school curriculum is to improve attendance we may expect better progress to be made in other subjects as well. That it has this effect is not only probable on theoretical grounds, but is found to be the case in practice. "The keen interest of the boys in the "class is clearly shown by the rare absence of a boy from school on "the day set apart for his lesson." This report of an Edinburgh headmaster to the Board is typical of a pretty general experience.

II. Its power of developing individuality.

The other special feature of manual training as a means of general education is that it substitutes the productive for the receptive attitude on the part of the pupil, and so tends to foster individuality. It is a pregnant saying of Froebel's, that 'man only understands thoroughly that which he is able to produce.' His knowledge must have been elaborated in his own brain and must bear the stamp of his own personality. It can never be merely transferred from one person to another. Hence the educational maxim that what the teacher does for a pupil is of no importance compared with what the pupil does for himself. Now manual work as compared with other school subjects offers a unique field for carrying on this process of self-education. In other subjects results are, and probably must be, all important. We must make sure that the children before leaving school have attained to a certain measure of proficiency in the three R's, and the methods by which this result is arrived at are, comparatively speaking, of secondary importance. There is consequently a strong temptation to impart knowledge, or the appearance of knowledge, by the shortest methods. In reading, the teacher very commonly gives a model of correct reading before the pupil has made any attempt to master the difficulties of the passage for himself. I believe that in certain text-books it is even laid down that this is the correct method of procedure. In arithmetic the pupil is at once furnished with a rule for working certain types of sums

before he has made any attempt to construct a rule for himself, and so on. Imitation and memory are relied upon to the detriment of more important faculties. Probably these short methods are not in the long run most effectual in securing their object, but so long as the result, apart from the method, is regarded as the all-important point, there is the strongest temptation to use them.

Furthermore, in teaching class-subjects to large classes such as are too common in our town schools, the most skilful teacher cannot insure that each individual pupil is really performing the mental operation necessary to make the instruction given part and parcel of his mental fibre. With apparently perfect attention the mind may be completely passive. Even genuine attention is not enough. The pupil, if he is to permanently benefit, must actively take hold of the facts presented, restate them in his own way, and correlate them with other facts of his experience. Under the usual conditions of class-teaching this cannot be done. I do not hesitate to say that the continued teaching of children in large classes, where no opportunity can be given for the frequent individual reproduction—I do not mean repetition from memory—of what has been learned, has a deadening and paralysing effect upon their faculties. Much of the apparent result is delusive, and the time spent upon it is to a great extent wasted.

Let us turn now to manual work. There the result—the object made or the manual dexterity acquired—though in itself valuable, is of no importance compared with the educative process which the pupil passes through in attaining the result. The public do not demand a certain amount of manual dexterity in the pupil who leaves school in the same way as they demand a presumption of proficiency in the three R's. Nor is it likely that they ever will. There is no necessity to obtain a certain result anyhow, and we are consequently at liberty to arrange our work, and to conduct it in such a manner as to obtain the best educational effects from the process. In public school education, as regards its main subjects, there must always, I suppose, be more or less of a compromise between educational principle and considerations of immediate utility. But here is a department of school work into which these considerations need not enter, and accordingly, strange as it may seem, it is precisely in this subject of manual training, of all others, that we may hope to see educational principle most fully exemplified.

Conditions necessary for making manual training educationally effective.

To accomplish this certain conditions must be fulfilled, of which I shall mention only the most important:—

1. It will be necessary that the pupil be as far as possible his own teacher, and the work he does in every sense his own. The teacher must to a great extent efface himself, and while giving general direction to the work, and information and advice where needed, he must be careful to avoid premature help. On no account must he do any part of the work of the actual model on which the pupil is engaged.
2. It will be further necessary that the work be of such a nature as to secure the interest of the pupil, but I have already given reasons for believing that this will be an easy task.
3. The nature of the work must correspond to the age and strength of the children.
4. It should be so graduated that at each stage the pupil will have fresh difficulties to encounter, for which, however, his previous experience should have in some degree prepared him. It is very largely on this point of graduation that the merit of one system as compared with another depends.

5. At each stage, according to the capacity of the children, a higher and higher standard of accuracy must be set, otherwise the work will lose much of its disciplinary effect.
6. There must be no attempt at class-teaching in the ordinary sense. Each pupil must be allowed to advance at his own natural rate of progress. The slow must not be unduly pressed, nor the smart kept marking time.
7. Lastly, I would urge very strongly that teaching of this kind should never be regarded as an end in itself, but should always be considered in its effects direct or indirect on other school studies. The place it occupies in the school curriculum, and the manner of teaching it, may very well be taken into account in forming a general estimate of the work of a school, but it is not desirable that it should be made the subject of a *special* grant. For with the special grant emphasis would naturally be laid upon the visible and tangible result, the amount of work done, rather than on the disciplinary effect, or its due relation to other school studies.

If the conditions I have enumerated are fulfilled we might expect manual training—or, as it would be in that case, sloyd—to develop in the pupils an individuality, an independence, and a self-reliance which would be most valuable correctives of the evil effects of class-teaching, while it would at the same time exercise their mental faculties in a degree little inferior to other school studies, and in a more concrete and practical way.

Summary of the argument.

Let me now put in summary form the advantages which might be expected to result from making sloyd—or manual training conducted in the way and under the conditions just mentioned—an integral part of the curriculum of the elementary school.

We should secure a direct result valuable in itself, viz., increased dexterity of hand in children, in greater or less measure according to the time spent upon it. But we should secure an indirect result of still greater importance, inasmuch as we should turn to educational account a great natural force, the interest which children have in making things, and cause it to contribute toward their *intellectual* education, and specially toward the development of certain qualities of mind and character which should go some way to counteract the evil effects of class-teaching. And in securing these results we should at the same time be acting in the interests of a complete and well-balanced education.

Its relation to other school subjects.

I turn now to the practical question of its introduction into schools. First let me state explicitly, what I hope has been sufficiently implied in the preceding remarks, that the measure of the introduction of manual work into schools must be the measure in which it conduces to increased efficiency in the general work of the school, and specially in the standard subjects. It is, I think, well understood in the schools of this district that no amount of extra work of this kind can compensate for deficiencies in the fundamental subjects. Having regard to this general condition, can we say that there is room for the additional subject in the school time-table? That is a question which experience alone can answer. But in the schools of this district, and particularly in the schools under the Edinburgh Board, there has been gradually accumulated a fund of experience which enables a pretty decisive answer to be given as regards certain stages of the school, at all events. It will be convenient to consider the case of the infant school and of the juvenile school separately.

I. Infant departments (including Standard I.). As regards these the difficulty of the time-table has been amply, I may say, brilliantly solved. During the last four or five years the serious treatment of kindergarten occupations has spread from a very few schools to practically every school of any size in the district. The time devoted to work of this kind has gradually increased. In some schools, and these not the worst, it engrosses, together with object lessons, singing and drill, practically the whole of the afternoon time-table for the younger children. Now all this has been done not only without loss of efficiency in the ordinary subjects but with positive gain. Comparing the work done now in such a subject as arithmetic, for example, with the work done in the same subject in the same schools four or five years ago, I have no hesitation in saying that it is greatly more intelligent and more effective. This is also, I believe, Dr. Kerr's opinion, and similar opinions might be gleaned from Blue Books wherever there has been opportunity for making the comparison. As a rule, too, it is precisely in those schools where this kind of work has been most developed that the work in ordinary subjects is found to be most efficient. But perhaps the most remarkable thing is that even as regards the bare *amount* of work done there has been no falling off. I have paid particular attention to this point because mistresses in proposing an alteration in the time-table which would reduce somewhat the amount of time given to ordinary subjects have expressed a fear that they would not be able to show the same advancement as formerly. I should not have been astonished—nor dissatisfied—had the profession of work at inspection been at that stage less, but in point of fact I have remarked no falling off.

The opportunity for the introduction into infant departments.

The reason is really obvious. If as I have said elsewhere school work gives adequate exercise for the faculties of the pupils there is an enhanced pleasure in school life and a resulting energy which carry the children triumphantly through what are possibly less agreeable occupations. Besides, there is something analogous to the law of "diminishing return" in education. Progress in a given subject beyond a certain point is not commensurate with the amount of time per diem given to it. As much progress may be made in much less time provided that the children enter upon the lesson with zest, that the freshness of interest be maintained, and that routine methods and vain repetitions be avoided. Children of five to seven years of age cannot really profit by instruction for four hours a day in the three R's only. Supposing that no other suitable occupations could be provided for them in school it would be better that they should spend a considerable portion of that time in the playground.

In the infant schools then, in this district at all events, it is no longer a question of the introduction of manual training, but rather of making provision for its proper regulation and development. As yet we are only at the experimental stage and it is not desirable that any hard and fast line of procedure should be laid down. Rather variety of work should be encouraged together with the most careful observation and scrutiny of the effect of this kind of work in general, and of the relative values of the various exercises in particular. Theoretical considerations such as I have stated seem to me to be of sufficient weight to justify our making trial of manual training as a part of school

work, and so far the results in infants schools have been very favourable. But the final decision as to the value of this kind of work must be given at the bar of experience, and there is need meanwhile for close, careful, and impartial observation. Indeed, I cannot but think that all departments of school work would greatly benefit if this spirit of inquiry as to the effects of different subjects and methods of instruction were fostered, and routine methods, with all due caution, varied by methods which may be as yet tentative and experimental. I am bound to say that the very visible progress made in recent years in the infant schools, much greater relatively than in the juvenile schools, may be largely traced to reflection on their work on the part of the mistresses, and to the scope which the freer conditions of the infant school give to the spirit of inquiry and experiment thereby evoked. It may be laid down, however, as regards manual work in infant schools that the teacher should have a clear understanding of what the object of this kind of work is; that she should somehow or other acquire the necessary skill which some of the more advanced exercises demand; and that in any one school there should be a definite organisation of the work such as would prevent the repetition of the same exercise in successive years or the placing of a more difficult exercise before a simpler one.

In juvenile departments.

II. In the juvenile school the introduction of manual training though not so general as in the infants schools has made considerable progress. In about half of the Edinburgh (board) schools it is to be found in some form or other throughout the junior standards (I., II., and III.), and in seven of these schools the boys of the highest standards receive instruction in woodwork. From the favourable opinions expressed by the headmasters in their reports to the board (*see* report of school work committee) a further rapid extension may be expected. I quote such expressions of opinion as the following:—"The improvement "effected in Standard II. since kindergarten exercises were "introduced has encouraged us to continue them in more "advanced forms in Standard III." "The experience of the "year has all been in favour of the inclusion of science, and "hand and eye training in the curriculum of the school." "I "am thoroughly convinced of the great educational value of "the manual instruction, and the keen interest of the boys in "the class is clearly shown by the rare absence of a boy from "school on the day set apart for his lesson." "One pleasing "feature of the manual instruction classes is that the boys "greatly enjoy their weekly turn in the workshop."

What I have seen of this kind of work, and its effects, in the junior standards is in agreement with the favourable opinion expressed in these reports. The woodwork of the higher standards falls within the sphere of the Science and Art Department, and it is perhaps out of my province to speak of it. But in the reports by that department it has been described as excellent, and in no school have I seen any reason to suppose that the time given to this subject has resulted in loss of efficiency in the other school subjects.

The circumstances of the higher and lower standards are somewhat different, and must to some extent be considered separately.

(*a*.) Junior standards.

In the junior standards (I., II., and III.), the case for the introduction of manual training is almost precisely what it is in the infant departments.

We have no reason to suppose that child nature undergoes a radical change about the age of eight, and we may fairly expect that a broadening of the curriculum such as would engage all the interests of the children would in these standards also tend to promote rather than to retard advancement in the ordinary subjects. The opportunity for the introduction of manual training into these standards is indeed particularly favourable. Much of the time at present given to teaching the beginnings of class-subjects in I. and II. is wasted or worse than wasted, inasmuch as it serves only to fritter away the interest of the children in the particular subject. All that the children at this stage do learn, or can profitably learn of such subjects as grammar, history, geography, would be more efficiently taught in a preliminary course of a week or a fortnight in Standard III. There is no gain, but positive loss in devoting a certain fixed amount of time per week for a whole year to pointing out nouns in the lesson—or nouns and verbs. Either the children feel and apprehend the function of these classes of words in a much shorter time, or they have not yet reached that stage of their intellectual development at which they are capable of understanding it at all. In either case nothing is gained by dint of repetition. So in history a weekly or bi-weekly period is devoted to rehearsing over and over again the facts, or legends, of the life of Wallace, or of the lives of Wallace and Bruce. The results are that much valuable time is wasted, that to eke out the programme details of very doubtful historical or moral value are introduced, and that the children acquire a distaste for the subject. The course is not much improved by the addition of some information about Columba or Black Agnes. I might, were it worth while, justify these criticisms in detail by excerpts from Blue-Books or from my own experience. The usual treatment of geography at this stage is open to similar criticism.

The truth is that at this stage of the school we have not yet arrived at the point where the separate subjects of oral instruction may be usefully differentiated from each other and separately treated. They might all be replaced by *one single course* of oral instruction which would be in the main a continuation of the object lessons of the infant school, but which might include a certain proportion of lessons on historical or geographical subjects, to be treated after the manner of object lessons. For these special lessons some natural features of the district, or some scenes of historical interest in the neighbourhood, might be selected as points of departure. A few introductory lessons in grammar might be included, but language teaching at this stage would probably be better promoted by utilising the object or historical lessons already referred to as material for the practice of oral and occasionally of written composition. The time thus gained, to say nothing of the freedom from distraction, would leave ample room for such amount of manual training as might be found desirable and also for physical drill, and would probably allow of further progress being made in standard work. At present the difference in the requirements in standard subjects in Standards I. and II. scarcely represents a year's work.

(*b.*) Higher standards.

In the higher standards the case is not so simple. These standards, especially Standard V., have their own share in the distribution of elementary work over the different standards, and it is on them that the brunt of the real teaching of class subjects must fall. Not much relief is to be had by attempting to anticipate this part of the work in the lower standards, because so much of what has to be taught makes demands upon the intelligence which cannot reasonably be made at an earlier age. Then, too, in the schools which attempt to do some secondary work some beginning of specific subjects must be made even as early perhaps as the

4th Standard. Clearly the utmost caution must be exercised in introducing an additional subject.

But there are some considerations on the other side, First and most important is the fact, to which I have already alluded, of the rise in age at which Standard V. is being taken. Twelve is rapidly becoming the regular age for presentation in this standard, and there is good reason to believe that in a few years about half the children presented in V. will be over 13 years of age. If then children of 12 and 13 profess the work in standard subjects which in former years was professed by the majority of children at 11, there is room not only for greater thoroughness of attainment, but also for a wider range of work in the school curriculum. Then again the addition of some form of manual training to the school curriculum may be regarded rather as a relief from than as an addition to the mental work caused by other school studies. On the measure of success which has attended the introduction of manual training so far I cannot in the meantime lay stress, because possibly the experiment has not been sufficiently general or long continued. But it is a fact that in many schools under present conditions the girls take all the work that the boys take and give besides a considerable amount of time to sewing and to cookery. The addition of manual work for the boys would in these cases only counterbalance the extra work of the girls. The only question is whether equality should not rather be brought about by reducing the amount of work for the girls. It is much to be wished that this question of the amount and proper distribution of class subject instruction were more generally looked at from some other point of view than that of ascertaining the best paying combination. Certainly three class subjects besides extras are often run abreast for the sake of extra grants when every consideration of educational policy would have suggested that two only should be taken.

The amount of class subject instruction in the higher standards, and the particular subjects taken up must in any case depend to some extent on the circumstances of the school and the tastes of the teacher, but I may perhaps venture to suggest the following arrangement as a desirable one in ordinary circumstances:—

Suggestion for a suitable curriculum of class subject instruction.

That two class subjects only, viz., English and geography, should be formally professed, and of these two English should receive even a greater proportion of time than at present. That one of the reading books in use in the class should be a thoroughly readable history *not* arranged with a view to preparing for examinations. The first requisite is that it should engage the interest of the children. To systematize and confirm their knowledge of the facts the children should be asked from time to time to make *for themselves* a summary or digest of certain portions of the book to be corrected or improved by the help of the teacher. In no case should they be provided with a ready-made analysis to be committed to memory. That manual work (cardboard or woodwork) should be taught to the boys in connection with drawing largely in the time that the girls give to needlework. This combined subject might be made the means incidentally of some elementary instruction in geometry, and in the application of the pupils' knowledge of arithmetic to simple problems of mensuration. If drawing is taught to girls it should be partly in the time at present given to needlework. That as a subsidiary subject, to be taken up more or less fully according to the time available, a series of lessons should be given on facts of observation and experiment. These lessons should not be directed, purposely at all events, towards increasing the pupil's store of examinable knowledge, but should be in the very strictest sense a training in accurate observation, accurate expression, and correct reasoning.

Under this scheme history would require little extra time beyond that allotted to the reading lesson, and history and object lessons together would probably not require nearly the whole of the time at present given to a third class subject. The educational result, would, I think, be at least as satisfactory and there would be time for any reasonable development of manual training.

Question of expense.

The difficulty in the way of manual training on the score of expense of equipment I need hardly discuss. The expense, except in the case of woodwork, is trifling, and even in the case of woodwork it is not likely to prove a serious difficulty if once the desirableness of the instruction is recognised.

Necessity for eased staff.

But I come now to a difficulty of the gravest and most real character, viz., the question of staff. The very general introduction of manual training into the schools of the district is, as I have remarked elsewhere, the outcome of a spontaneous movement on the part of the teachers, especially in the Infant Departments, and is in no way due to pressure on the part of the inspecting staff, whose attitude has been mainly one of observation. But however disposed we might be to urge the claims of the subject on their attention, we are of necessity dumb when we find teachers—women—in charge of classes of over 80 children, without any help, or in charge of 100 to 130 with the aid of a pupil-teacher. However we may think that in the long run it may help to relieve and brighten their labours we cannot possibly ask them to undertake any additional work. It is greatly to their credit that work of this kind should have been so generally attempted and so well done, and the ingenuities of organisation elaborated for the purpose are worthy of all praise. These large classes occur even under the Edinburgh Board, which has long and deservedly had the reputation of being most liberal in staffing its schools. I am glad to say, however, that the Board has presently under consideration a scheme by which the staff of each school will be still further strengthened. I shall regard it as not the least of the merits of manual instruction if its necessities should lead to the formation of more correct ideas as to the number of children who can in ordinary circumstances be effectively taught at one time by one teacher. It is of the essence of manual training to be individual. It is in this respect the very antipodes of class teaching, and consequently the number whom a teacher can effectively supervise is strictly limited. In the case of any of the more advanced forms of manual work that is now an accepted principle, and twenty to twenty-five at most are taken at a time. Even this number is considered by some excessive. It does not follow of course that there must be a teacher for every 25 children, but that for this subject the children must be taken in sections not exceeding that number. But this arrangement is barely possible with the present average staff of a school and if manual training is to be effectively carried out that staff must be proportionately strengthened.

Increased staff equally necessary in the interests of other class subjects

But probably some increase of staff is equally to be demanded in the interests of effective instruction in other class subjects as well. The need for individual instruction is generally regarded as a peculiarity—the merit or demerit—of manual training, but it may be questioned whether it is not a characteristic of all really effective teaching in any subject whatever. The one subject which can be taught by the class method pure and simple is drill. It is useful also in an object or demonstration lesson where some simple and easily understood fact can be shown to a large number at once. Even here a very little experience will convince the amateur in school methods that the possibilities of misconception among children are endless. But when we come to such a subject as grammar for instance, the attempt to carry on the work simply by means

of class teaching, breaks down hopelessly. Even the most lively and skilful presentation of the subject in the class lesson will fail of its effect unless it is followed up by patient individual dealing. For one collective lesson, if the subject is to be effectively taught, there must be half-a-dozen where the pupils are taken sectionally for individual teaching. Scattering questions promiscuously over a class of 80 or 100 children is not enough. With the average teacher in ordinary circumstances, there is no certainty that all the children, or even a large proportion of them, are making any active intellectual effort. They are either inert trusting to escape the question, or if forced to respond, content themselves with some stereotyped answer of which they have learned the trick. The individual teaching which is a necessity of manual training is only in a small degree, if at all, less necessary in such a subject as grammar, and in the ordinary school additional staff is greatly needed in the interests of the one as well as of the other.

The training of teachers for giving instruction in this subjects.

It goes without saying that if manual instruction is to be successfully given the teachers of the subject must possess the requisite technical skill. Ideally of course that skill would be most appropriately acquired in the training colleges. But no one who has regard to the amount and the distracting variety of work at present undertaken in these institutions could venture to propose any addition to the curriculum. Whether some reform of that curriculum is on other grounds desirable I cannot here discuss. But I believe that a very adequate preparation for this kind of work might be secured in the case of the majority of future teachers if provision were made in the schools of the large towns where manual training has been to some extent developed for some systematic instruction of the pupil-teachers both in the theory and practice of the subject.

Other teachers who wish to introduce the subject must I fear make some sacrifice of their leisure time, as many have already ungrudgingly done, and qualify themselves as best they may by attendance at special classes. The amount of technical skill needed varies greatly with the different exercises. The Sloyd Association of Scotland aims at providing courses under competent teachers in such subjects as clay-modelling card board work, woodwork, wherever there is a demand for them. Similar courses have been held in connection with the Aberdeen branch of the Educational Institute. A sloyd class is held in the holiday season in connection with the Edinburgh Summer Gathering. Classes for the instruction of teachers in woodwork have been conducted under the auspices of the Edinburgh Board by the chief woodwork instructor, and doubtless many of the evening classes held in technical and science colleges will afford opportunity for acquiring the necessary skill.

A considerable number of teachers from Scotland have attended holiday courses at the great training schools of Nääs and Leipzig, and the value of the wider experience of matters educational to be gained at these institutions can hardly be exaggerated. At Nääs through the generosity of the founder of the institution, Herr Abrahamson, no payment of any kind is required for instruction or use of tools and materials, and in the summer and autumn courses the lectures and instruction are given in English. Last year the committee on technical education of the Dumfriesshire county council—as many county councils in England have also done—undertook to pay the expenses of some public school teachers from the county at Nääs or Leipzig, in order to qualify them for giving similar instruction at home. They now propose to employ one of these gentlemen, who had a distinguished record at Nääs, to give instruction to other teachers from selected schools in the county,

Possibly other county councils in Scotland may be disposed to follow this example.

Technical skill necessary, educational purpose even more so.

But however the necessary skill may be acquired, it is of the last importance that teachers who undertake work of this kind should have a clear and abiding idea of what the object of it is. Hence it is desirable that some theroretical instruction—and discussion—should accompany the practical course. In the case of those who are teachers by profession there should be no great necessity for insisting on the educational aspect of the work. It is the requisite technical skill in which they are more likely to be lacking. Especially is this the case with woodwork (or ironwork), where the acquirement of the necessary skill in one previously destitute of it is a matter of months rather than of days or weeks. Yet it is simply indispensable that a teacher should himself be able to do reasonably well what he attempts to teach to others. At first sight the obvious thing to do would seem to be to employ a skilled artizan. But this in ordinary circumstances is an expedient of at least doubtful policy. Certainly there are artizans who are by nature teachers, or who quickly apprehend and adapt themselves to the educational aims of woodwork instruction in schools. To take a parallel case, I know of teachers of cookery, not trained teachers, whose grasp of educational objects and methods is as firm as that of those who are teachers by training and profession. But to employ anyone to conduct a course of manual training simply on the ground of his skill as an artizan is a most hazardous proceeding. Such an one from his whole bent and training is apt to lose sight of the educational end, and to aim at one thing only, viz., the making of the boys, so far as opportunity allows, as expert workmen as himself, and that by the shortest, readiest, and most mechanical methods. Now it is no part of the business of the elementary school to turn out expert workmen. That aim may be allowable, I do not affirm that it is, in teaching lads in evening continuation schools or in technical schools but it is out of place in the elementary school. The function of the elementary school, if it goes beyond its primary business of giving effective instruction in the three R's—and even in these—is to develop intelligence and build up character, and there is no place in its curriculum for manual work of any kind except in so far as it can be made to conduce to these two great ends. In the elementary school the manual training given of whatever kind must be sloyd, using the word not as denoting any particular system but in the wider sense I have endeavoured to give it, and sloyd in the service of the school; and the person who teaches it, whether he has all the skill of an artizan or not, must at all events have the instinct and aims if not the training of a teacher.

I have the honour to be, &c.

J. Struthers.

The Secretary,
Scotch Education Department.

PART III. OF APPENDIX.

TRAINING COLLEGES.

REPORT, *for the Year* 1894, *by* JOHN KERR, Esq., M.A., Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES OF SCOTLAND.

MY LORDS,

I HAVE the honour to present my annual report on the Training Colleges of Scotland for the year 1894.

Increase in attendance.

The staff and management are practically unchanged. The increase in attendance—935 as against 854—is due to the admission into five of the colleges of additional female students, who receive training, but for whom no grant is paid. This permission was granted in view of the smaller number of male candidates, and of the demand for trained teachers generally being in excess of the supply. The male students are diminished by 17—279 as against 296; the female students increased by 98—656 as against 558. Even with this addition the supply is not equal to the demand.

Only 3 per cent. of those admitted to training have not been pupil-teachers. In the C.S. and F.C. Colleges 241 hold bursaries, in the Episcopal College 59 are admitted on the same terms as formerly, which are equivalent to the holding of bursaries, making in all 300 who receive assistance, and 356 who are self-supporting.

Average salary after training.

Their distribution among the various colleges and their annual salary after two years' residence are shown in the following table. There is no noteworthy change in salary except increase in that of the male students in the Aberdeen colleges:—

Name of College.	Males.		Females.		Average Annual Salary after Two Years' Residence in Training Colleges.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	Males.	Females.
					£ s. d.	£ s. d.
Edinburgh, Church of Scotland -	27	27	57	51	81 0 0	57 0 0
,, Free Church -	35	30	60	43	78 19 5	58 2 0
,, Episcopal Church -	—	—	29	30	—	65 4 0
Glasgow, Church of Scotland -	34	26	69	54	80 0 0	60 0 0
,, Free Church -	29	31	80	43	75 0 0	60 0 0
Aberdeen, Church of Scotland -	6	10	47	29	80 12 6	51 11 4
,, Free Church -	10	12	38	27	80 9 0	54 17 0
Totals - - -	141	136	380	276	In some cases there is a house in addition.	

Admission examination.

In July, 1,267 presented themselves for admission, being 126 fewer than in 1893. Of these 249 were males and 1,018 females. Of the male candidates 17, and of the female candidates 55, had not been pupil-teachers. The per-centage of those who passed the examination is higher than last year, viz., 81 as against 77 who had been, and 58 as against 42 who had not been, pupil-teachers. This per-centage for the latter is considerably higher than the record of the last five years.

The number this year who passed in the first and second class, and were therefore admissible to training colleges, are 112 males and 492

females. There is room and to spare for the male candidates. The outgoing female candidates are 276. Even if the permission granted this year to admit additional female students is continued, there will still be upwards of 100 qualified candidates who cannot be admitted to training, but if the permission has been granted for only one year there will be upwards of 200. Means for remedying this are now under consideration by your Lordships, and the subject calls for no further remarks in this report.

Roman Catholic training college.

The Roman Catholic Training College has been opened in Glasgow, and now has 23 first-year students enrolled. The site is all that could be wished, and the premises are in every way suitable. It is under the management of ladies of great experience, and may be expected to do good work in a direction in which there was great need for such an institution.

Practising schools.

The practising schools in connexion with the various colleges continue to be successfully conducted, and have an attendance sufficient for the purposes of the training colleges. The methods by which practice in teaching is given varies considerably in the different colleges. I have not thought it my duty to interfere except by way of suggestion with this absence of uniformity of plan, believing that the Principals have not only sufficient motive for carrying out the method which they think best, but an amount of experience which is the best basis for a sound judgment. The university classes attended, and the times at which students can be present in the practising school vary in the different colleges and make uniformity of plan impossible. In most, if not in all the colleges, the senior students are taken occasionally to board and higher class schools, with a view to insight and observation of comparative method and organisation. The practice is highly commendable, and should be carried out as often as possible.

Increase in the time to be spent in the practising school.

Difficulty of meeting the demand.

Some if not all the authorities anticipate difficulty in meeting the demand for an increase of 50 hours to be spent by each student in the practising school. They do not think such an expenditure of time undesirable, but they do not see how, in view of the multiplicity of subjects to be got up, the time can be found. Probably in connexion with the changes now under consideration a solution or alleviation of the difficulty may be arrived at. It has always been my opinion that there are several subjects of study in which, if the students were left to themselves, with occasional and judicious suggestions for guidance, the results would be saving of time, development of self-reliance, and greater permanence of attainments. It is a recognised maxim in education, whether the pupil is of tender or mature age, that what he does for himself is of immeasurably greater value than what the teacher does for him.

Lessons by students.

I have again to advert to the inordinate length of the notes of lessons which the students in some of the colleges draw up in preparation for my visit. In this they do themselves injustice. If notes are prepared for a lesson of more than 15 or 20 minutes, much and possibly the best part of them is untouched.

Lectures.

I have heard lectures in all the colleges and in almost all subjects of instruction. The lectures continue to be of the same satisfactory type as hitherto. In several of the colleges tutorial instruction is given as formerly with very good results.

Criticism lessons.

Criticism and model lessons bulk largely in the instruction. The former vary in character, some are "idea" lessons without previous preparation, and last only for a few minutes. Others are "graded" lessons, in which the same subject is selected for three lessons, one student teaching it to Standard I. or II., another to III. or IV., and a

third to V. or VI. In other cases two or three lessons are given in the hour in the presence of all the students, any of whom are liable to be called upon to criticise them, the master or mistress of method finishing the lesson by pointing out how far the criticisms have been pertinent and judicious. I regard these lessons as of very great value as a preparation for future work. They cover the whole field of school work, are complementary to the experience gained in the practising school, and to formal lectures on school management.

French. My report on French is not materially different from that of last year. There is continued improvement in pronunciation. It is good in Aberdeen, very fair in Edinburgh, improved but still weak in Glasgow. Most of the female students have learned more or less French before coming into residence; comparatively few of the male students have, and less is to be expected from them.

Dinner scheme. I am very glad to report continued and increasing support for this important scheme. During the second year of its existence upwards of 90 students at the two Edinburgh Presbyterian Colleges have availed themselves of the offer of a substantial dinner at a cost within their moderate means. The Principals of both colleges, who preside at the respective dining halls, give a most encouraging account of its influence on the students from both a social and sanitary point of view. A very considerable sum has been added to the surplus of last year as the nucleus of a permanent fund.

Acquirements of Candidates for Admission.

A summary of the reports by the revisers of the papers of candidates for admission in December presents no features materially different from those of former years. In school management the questions which depended on the use of text-books were, on the whole, satisfactorily answered, but those requiring thought were on a much lower level. The least satisfactory subject was the explanation of a passage of poetry which should have presented no difficulty. The inference drawn by the revisers generally is, that the female candidates have had little experience in teaching the upper standards, and that their reading has been confined within too narrow an area. The answers to the English paper gave much the same impression. The composition and grammar were creditable, but derivation and acquaintance with authors and literature not more than fair. The history paper was of wide scope, and meant to test such general knowledge of outstanding features as form a satisfactory preliminary to future study, when the details of any special period are to be taken up. The answers were of very various merit, but the majority may be held as entitling to exemption from taking up the subject in the training colleges. Arithmetic and mathematics are favourably spoken of by all the revisers. Geography shows all degrees of merit, but, on the whole, improvement. Map-drawing receives fair attention, but many of the maps are too small and unprofitably ornamented with coloured chalks. The least satisfactory papers are by non-pupil-teachers and candidates from Roman Catholic schools. The answers in domestic economy give evidence of careful preparation of the book-work. In French there is considerable improvement, but many of the papers are still poor by candidates from rural, Episcopal, and Roman Catholic schools, who need better grounding in grammar. In Latin there are few very good or very bad papers. Translation and grammar are generally satisfactory, but composition is still a weak point. The papers in Greek and German show deficient grammatical drill. Of dictation, penmanship, and music, the reports are favourable.

Mr. Waddell:—

"Each of the four alternative subjects for composition has been chosen by a considerable number of candidates, and the essays reach a creditable standard of merit. Very few essays have received less than half marks. The composition is a little loose, and the ideas are very common-place. Two points deserve notice. One is that the tendency to be extremely brief, which was noticeable in July, has quite disappeared. The other is that the similarity of structure between the essays on any one topic is so marked as to suggest previous practice from a common outline accessible in print. English. Males.

"The answers to the grammatical and literary part of the paper are extremely various in quality. Notwithstanding the general merit of the composition, only two papers reach a total of 70 marks from a possible 80, while many fall below 40. Nor can this inequality be ascribed to weakness in any given point; it is as noticeable in parsing and analysis, where the candidates have constant practice, as in paraphrasing, derivation, and correction of sentences, where they have little or none. Only one or two remarks need be made on matters of detail.

"1. Both in parsing and analysing candidates are prone to deal with the word 'what' by resolving it into 'that which'; and so in other similar cases. It cannot be said that this is wrong; at the same time it rather turns the flank of the problem than attacks it in front. The expression 'to do what virtue would' can be dealt with as it stands.

"2. When candidates have decided to call any verb 'auxiliary' they too often feel themselves absolved from the duty of parsing it; so also when they have said that a verb is in the infinitive they generally omit to give a reason.

"3. It is not uncommon to find the terms 'irregular' and 'strong,' in relation to verbs, treated as convertible. Every strong verb is irregular, but not every irregular verb can properly be called strong: 'sing, sang,' may illustrate the former statement, 'tell, tol-d,' the latter.

"4. The exercise on paraphrasing is often well done. In a few cases a most praiseworthy effort has been made to turn the passage out of the dramatic first person into the narrative third, but it has always been unsuccessful.

"5. Candidates waste time and space and gain no additional marks by doing the following things:—

"(*a.*) 'Centre'-ing long answers on a page with a blank space above and below, or leaving several blank lines at the ends of answers.

"(*b.*) Drawing, with a straightedge, two parallel lines at the end of each answer or section of an answer; constructing, also with a straightedge, an elaborate framework for their analysis; and underlining emphatic words with red ink.

"(*c.*) Erasing carefully with a knife words, and even long phrases, in their answers.

"Candidates are earnestly advised—

"(*a*) to waste no space;

"(*b*) to study method and clearness, rather than ornament, in setting down their answers;

"(*c*) to acquire a plain uniform legible hand, of moderate size and without adornment."

Mr. Barrie:—

"The composition was, on the whole, very fair, but it presented no features to distinguish it from that of last year. Females.

"The parsing and analysis were generally well done, but it is almost needless to say that the relation of 'sister' in the first line of the parsing was seldom understood.

"The paraphrasing was very fair, and would have been better had the majority of the candidates known who the speaker was. I fear the note that the passage was an extract from Henry IV., Act IV., Scene IV., conveyed little information to most of them.

"The derivations were again mostly guess-work, and few papers deserved any marks for this question.

"The lists of six eminent living writers were of a somewhat peculiar character, and the second part of Question 8 was quite beyond the range or knowledge of the average candidate."

Mr. Marshall:—

"There is great variety in the results, but the papers worked by pupil-teachers are always better than the papers written by those who have not had the practical training in the Government school.

"The ideas in the essays are often common-place. Generally mere acquaintanceship is regarded as friendship. On fashion many good remarks are made. The theme, 'A rolling stone gathers no moss,' is the easiest, and finds correct and adequate interpretation. As to the style there is not much to be said. The punctuation is too often crude, and shows that the analysis of sentences has no practical worth in differentiating the members of a sentence. Spelling is generally correct, and the penmanship round and regular, but in very many cases too small. The parsing is not difficult. It is easy to distinguish the different 'thats' in English, but a good number mix up the three uses. The analysis very often receives the full mark. The function of the noun sentence is often missed, and the tendency to describe a clause as adverbial because it is introduced by *as* or *when* without regard to its function is often noticed. The paraphrase is often well done. The main ideas are correctly reproduced, and often with judgment and skill. The philological questions are less competently answered. All words of one syllable are said to be Saxon, which is much too strongly put. The etymological question is fairly answered. The literary question is not well answered. Generally novelists alone are given, and often those who have come into notice within a year or two. The tracing of aphorisms to their authors is often creditably done."

Mr. Welsh:—

"Few of the exercises were of outstanding merit, and a large proportion did not rank above fair. With the exception of the analysis of a passage from 'The Winter's Tale' which seemed to present difficulties to many, the grammatical section of the paper was well done. Some candidates gave a system of analysis which lacked clearness and was exceedingly difficult to follow. The question on derivation gave opportunity for a great deal of guessing, and some extraordinary lists of six eminent living writers were drawn out. Curious statements were also made as to who were the authors of certain quotations. A few did this part of the last question remarkably well."

Mr. Calder:—

School management Mr. Calder

"The school management papers of the male candidates for admission may be regarded on the whole as of fair quality. A proportion of them readily rank as good but at least an equal number of them fall below fair.

"The worst answered question is the important one asking for an explanation of a short passage from Cowper, which might be met with in a 5th or 6th Standard reading-book. The very small number who make anything like a good answer to this question would seem to indicate that pupil-teachers have not much opportunity during their apprenticeship of gaining experience in the teaching of the higher classes of the school. In many cases only a few synonyms are given for some of the longer words, while in others there is given a general disquisition on the handling of a reading class, or on the analysis and parsing of the passage without any attempt at the explanation of its meaning.

"So far as *form* is concerned, the notes of a lesson are fairly well put, but in filling up the details a large number of the candidates stray into side issues and give a great deal of information about matters only very distantly connected with the subject in hand, to the exclusion in a good many cases of all but the merest fraction of what the lesson should have dealt with, or, where that has also been attended to, giving an amount of matter that would require several lessons to teach properly to a class.

"In very few cases was the first lesson in proportion well handled. Many of the candidates avoided it altogether, and barely a third of those who attempted it would have produced even a fair result in a class new to the rule

"The general knowledge of the candidates helped them in answering most of the other questions, so that the marks gained in them show a much higher average than in the three questions noticed above.

"On the whole the papers show that the training of these pupil-teachers in teaching the classes of an ordinary school has not been so satisfactory as is desirable."

Mr. Walker:—

Females.

"Of the ten questions seven could be easily answered from the text-books, and were in most cases satisfactorily done; that is, they were more or less full reproductions of what they had read. They will find, however, that many of the theories recommended in the books, especially in regard to discipline, will not stand the test of practice; and when they come to have schools of their own they will be certain to adopt shorter, surer, and more sensible methods.

"The second question—notes of lessons—gave the choice of four subjects. Almost all, as might have been expected, took 'Coal': two or three 'A steamship'; four or five 'Birds of Prey,' and nobody 'A diving bell.' They generally included a sufficient amount of matter well enough suited for a young class, but were set down in the usual unsatisfactory way in three columns with useless and wearisome repetition.

"Of the three questions requiring some thinking and common sense the first, which was obligatory, and which carried more than one-fourth of the total marks given to the paper, was very unsatisfactory. To be sure, girls have not usually had much practice in dealing with Standard VI., but it is not easy to see how they should have been unable to explain such a simple passage. All they had to do was to take it up clause by clause, and consider to what extent the statements of the poet squared with the recorded history of the time. In several of the answers the piece of poetry was not referred to at all; many others quoted it line by line adding after each 'Explain this to the class.' Very few of the answers were worth more than about 10 per cent. of the marks.

"Question 4—a first lesson on proportion to Standard V.—was seldom attempted and never with any success. This was also the case with Question 5—a discussion of 'It is only what a child does that educates him.'

"The papers seem to show that the work of the girls is too much confined to infant and junior classes, and the answers to the questions are the outcome rather of a close study of some text-book than of individual experience.

"The handwriting is generally good—in many cases all that can be desired—but there is too much careless spelling, and loose grammar and composition."

Mr. Whyte:—

School management.

"The outstanding fact revealed by a revision of these papers is the very general inability of the candidates to grasp the meaning of the few lines of Cowper given for explanation. Explanation of individual words was, as a rule, correct except in the case of 'intolerant' the meaning of which was very generally confounded with that of 'intolerable.' But even when the words were understood the passage as a whole was completely misinterpreted. This seems to indicate that in the instruction of pupil-teachers the giving of verbal synonyms is so very prevalent, that the power to look upon a passage as a whole has been impaired. The other parts of the paper show a high average of merit. Of the defects which occur in them some are clearly due to lack of power of expression rather than to lack of knowledge, but narrowness of view and crudity of thought arising from an imperfect general education are chiefly responsible for the low values assigned. Be it said, however, that there is a proportion of the candidates though a small one—not above 20 per cent.—who have written papers which can only be spoken of in terms of the heartiest commendation.

"One characteristic not to be passed over is the neatness of the handwriting in the great majority of the papers."

Mr. Munro :—

"The highest mark obtainable for this paper was 75, a mark obtained by only one candidate. The average number of marks gained over all was 31·6 out of the 75. These marks represent a considerable improvement on those I quoted on a recent occasion. Notes of lessons were more intelligent, and questions both on teaching method and on school government were on the whole well answered, though there was such constant uniformity of phraseology among the papers as to indicate a large amount of cramming of a text book. For notes of lessons nine out of every ten chose the subject 'Coal' and the remainder divided themselves between a 'steamship' and 'Birds of Prey.' The lesson on 'Coal' was on the whole well done. The other subjects were not well done, particularly, that on 'Birds of Prey.'

"The only thoroughly disappointing answers were those given to the first question. That question was on how the meaning of a given passage of poetry could be made plain to a senior class. The poetry contained no difficulties whatever, one would have thought. Yet the candidates who could give a thoroughly satisfying account of this poetry, such as would benefit a class, were few and far between. A considerable number were allowed no marks at all for this answer.

"Speaking from a general impression, I may safely say that no non-pupil-teacher compares favourably with the best of the pupil-teachers, though all of them do as well as the mass of the latter. The worst papers as well as the best were by pupil-teachers. If the candidates were grouped in four classes, the non-pupil-teacher candidates would all be found in the second and third, perhaps more in the latter than in the former."

Mr. MacLeod :—

Mathematics. "A very large proportion of the papers was good; and there was less than the usual amount of inaccuracy in definition. In algebra all the questions were correctly solved by several, with the exception of the question on the theory of quadraties which seemed to be understood by few or none, and the second part of Question 11, of which only a few correct solutions were given. The results in mensuration were fair. As on former occasions the papers by female candidates were mostly inferior. The best as a whole were distinctly those worked by two candidates neither of whom had been a pupil-teacher."

Mr. Henderson :—

Arithmetic. Males. "The papers were, as a rule, very satisfactory, and gave evidence that the subject had been intelligently taught and studied.

"The general proficiency, measured by the number of marks obtained, was high.

"The work was characterised by accuracy of results, but failure to show detailed processes on the right-hand pages of the exercise book was not uncommon, and the figuring was often careless and untidy."

Mr. Galloway :—

Females. "The papers showed such grasp of principles, accuracy of working, and neatness of form as to prove that teachers and taught alike must have bestowed the adequate amount of time and labour upon the subject. The average of city and town pupil-teachers stood higher than that of rural pupil-teachers. The general weakness of the Roman Catholic element was noteworthy. Algebra has not been so carefully taught as arithmetic."

Mr. Miller :—

"In the papers revised by me a high average has been reached by the candidates from the various centres. A mere handful only had to be marked as fair, although a goodly number might show improved method and a better setting down of the sums. Pupil-teachers from country schools might show greater familiarity with the form of examination. The papers generally from candidates at the Edinburgh C.S. College were of very good quality, while those worked by candidates from schools in the city of Edinburgh were conspicuous for accuracy, clear arrangement, and concise method."

Mr. Shanks:—

"Two hundred and twenty-two papers on arithmetic (female) were entrusted to me for revision. These papers were distinctly of superior merit to those revised by me in July. Most of the papers gained over 50 per cent. of marks, while a most gratifying number secured the maximum. The general method of working the sums was clear and intelligent, and little was left to be desired in the way of style or execution.

"The algebra was scarcely so well done as the arithmetic."

Mr. Bathgate:—

"I have examined 261 papers. Of these 146 were by male candidates from various colleges, and out of that number 117 obtained 50 per cent. or more of the possible marks. There were 115 papers by female candidates done at the two Aberdeen colleges; of these 77 got 50 per cent. or upward of marks. The male candidates therefore have done the best papers; there is a somewhat larger proportion of non-pupil-teachers among the females, but I cannot say that these do the worst papers, which are probably done by pupil-teachers formally completing their course, who would not otherwise have applied for admission to a training college. Geography. Male and female candidates.

"The questions set are such as should be generally answered, and the papers written are of all degrees of merit, but as a rule satisfactory. The information and the map-drawing are both creditable. The differences are mainly in quantity and detail, and require little comment beyond the figures given above. The question on the climate and productions of North Queensland and Victoria is more of a stumbling block than any other, and when attempted by candidates without previous careful consideration often caused a loss of marks.

"The tidal wave was not very well known, and was sometimes confounded with the Gulf Stream."

Mr. King:—

"The results are more uniformly good than they were last July. Very few gain more than 80 per cent. of the allotted marks; but on the other hand the number of those earning less than 50 per cent. is comparatively small. The candidates who have not been pupil-teachers, and those who come from Roman Catholic schools, make, as a rule, the poorest appearance. Females.

"On this occasion very few of the candidates fail to attempt the full number of five questions.

"There is still great room for improvement in the spelling of proper names. The candidates do not even spell correctly the words they have in print before them in the examination paper.

"I have to renew my complaint about the smallness of the sketch maps, and the waste of time spent on shading the outlines with coloured pencils."

Mr. Thompson:—

"An analysis of the marks gives the following results: 53 candidates gained less than 50 per cent., 143 obtained from 50 to 70 per cent., and of the 62 that had above 70 per cent. only 8 were credited with more than 80 per cent.

"Having regard to the character of the questions, one cannot but consider that too many papers fall below 'fair'; but against these have to be placed more than half of the papers which are meritorious. A large number of the candidates chose the questions requiring maps to be drawn; but their power of performance did not always justify the selection. Their preparation of this part of the work seems to have been devoted chiefly to the reproduction of the coast lines, which were, on the whole, drawn with sufficient accuracy, and in a tolerable number of cases with creditable skill; but their knowledge of locality and relative position, as tested by the graphic form, was so very often inaccurate as to leave little doubt that the text-book still usurps the function of the map. This imperfection, which caused serious loss of marks in many instances, was even more glaring in the maps of Wales than in those of the Mediterranean Sea. In this connexion it may be remarked that many candidates lose much time in adorning their maps, though no amount of ornamentation can possibly

make up for want of accuracy. Latitude and longitude were more correctly marked than formerly.

"Questions 1 and 4, as well as the first parts of Questions 7 and 8, were, in the main, successfully answered. The attention given to *climate* and *productions* is inadequate. Ignorance on the part of such candidates as to the position of Australia with respect to the equator is inexcusable. The descriptions of the productions generally, and of the food products in particular, were often very meagre, as often indefinite, and too often inaccurate. The staple industries at least should be thoroughly known.

"The chief sources of the supplies of petroleum and tin were in only a few cases fully enumerated.

"The tidal wave was often confounded with the Gulf Stream, while the velocity of the former was not infrequently substituted for its course round the British Islands.

"Errors in the spelling of geographical names and common words were rather numerous."

Mr. Muir :—

History. "The papers written by ex-pupil-teachers in the Queen's Scholarship examination continue to show considerable crudity of idea. I can hardly do better than refer to the excellent remarks on pupil-teachers by Mr. Whyte, which will be found on page 364 of the last blue-book.

"In Question 1—on the introduction of Christianity—there seems to be occasionally a confusion between English and Britons, Romans, and Roman Catholics.

"Question 2.—The succession of the Norman kings was pretty well known. Some exclude Plantagenet kings.

"Question 4.—Some of the papers tend to give an account of the events of the Civil War instead of the Long Parliament.

"Question 5.—Accounts of the treaties are often rather meagre.

"Question 6.—Many of the candidates did not seem to have grasped the fact that the Septennial Act only *permits* the Parliament to sit for seven years, but does not prescribe that period.

"Question 7.—The summary of events between 1815 and 1820 was often unbusiness-like.

"The whole system of the early training of teachers must surely receive consideration at an early date."

Mr. Andrew :—

"The questions simply required an acquaintance with the outstanding events in English and Scotch history, and made almost no demand on the reasoning powers of the candidates. The papers of the female candidates were better than those of the males. If from 15 to 20 per cent. of the exercises be discounted, the appearance made may be characterized as, on the whole, good. This not perhaps unreasonable proportion show almost total ignorance of the barest facts of history. They have evidently never been taught the subject.

"That the teaching is much to blame is clearly proved by the fact that all the candidates from certain schools make an excellent appearance, tackling the paper in a workmanlike and intelligent way. These candidates generally come from large city schools, but not infrequently from country ones.

"Few scored well off Question 8, although about 50 per cent. attempted it. With the exception of two or three candidates Admiral Hawke was confounded with Hawkins of Elizabethan fame, and very few knew anything of Russell or Benbow."

Mr. Struthers :—

"On these papers I have to report in much the same terms as I have done formerly. There is infinite variety in the degree of preparation of the candidates, corresponding probably very largely to the efficiency of the instruction in their respective schools or centres. A certain proportion are hopelessly weak, but the great majority show such a well digested knowledge of the general course of British history as may fairly entitle them to be

exempted from further formal study of the subject. As I have said before, no amount of further study in detail of a special period at the training college will exempt a teacher from the duty of re-reading from time to time the period that is being taken up in her class. But to make this re-reading effective demands, as a preliminary, a certain amount of general information, and a sense of historical perspective such as may fairly be said to be shown in the best of these papers. Hence a justification of the wide scope of this examination. It is not so much an examination in history as an inquiry into the equipment of the candidates for further historical study."

Dr. Smith:—

"These papers were calculated to afford a very fair and complete test of the knowledge of the candidates. The first section dealing with the functions of food showed the least satisfactory answers. A good many answered by rote from what they remembered of their physiology text-books, and their memory was by no means always accurate. In many cases it was obvious that they were using terms which they comprehended very imperfectly. This was, however, the only point on which I could imagine there was a lack of intelligence. The other questions were generally answered with commendable accuracy. There were very few really bad papers in the whole number, and on the whole the average of attainment was greater than in previous years." Domestic economy.

Dr. Dey:—

"The quality of the papers was pretty much as usual, and what I have said on former occasions applies now. There is considerable familiarity with the subject displayed by the candidates, especially with the more theoretical questions, but I am gravely suspicious as to whether they attach due importance to the minute but all important practical details. The subject, of course, can be learned to perfection only by actual practice, but it is possible that some of the text-books in the endeavour after conciseness are too meagre, and fail to lay sufficient stress on important points."

Mr. Binnie:—

"As a rule the questions were very fully answered, and in a style which showed that this subject had been very well got up by most of the candidates. There was sometimes a want of exactness. In describing the preparation of food due regard was not always paid to the exact quantities required, and the particular mode of cooking. A very commendable feature about these papers was the good style of penmanship and methodical arrangement."

Mr. Dunn:—

"The general results were very fair, and gave proof that the prescribed work had been, as a rule, carefully prepared. Really bad papers were comparatively few, but on the other hand very good or excellent papers were extremely rare. The translation from Virgil was creditably correct, but too severely literal to possess any merit as an English version. The parsing was good. The 'short notes on grammar and syntax' generally degenerated into mere parsing; and it might be better to invite comment upon particular words and constructions. Ignorance of the proper use of the 'interrogative particles' was general, and interrogative adverbs were frequently substituted. The composition was poor, though there were some very creditable attempts." Languages. Latin.

"The general results were rather poor, and a number of the candidates should hardly have attempted the paper. The translation of the passage from Homer was better done than that from Xenophon, but indicated rote-work. The grammatical knowledge of Homeric forms was very imperfect. The accidence of the Attic noun seemed to be well known. More attention should be given to irregular Greek verbs, and pupil-teachers should be warned against forming tenses according to analogy. The composition was, as a rule, very poor and was often a mere tissue of absurdities. Prolonged experience of these papers, both Latin and Greek, suggests the propriety of discarding prescribed work, and of substituting easy unseen passages in Greek and Latin prose. In a word, I am strongly of opinion that in this and Greek.

in the Certificate Examination the analogy of the Leaving Certificate Examination might with great advantage be closely followed."

Mr. Scougal :—

French. Male and female.

"There is every variety of grade of merit in these papers. But I am sorry to say that those below *fair* form a decided majority, and too many were very poor indeed. I presume that there has not yet been time to reap the fruit of the more general attention now paid to French, at least among the female pupil teachers. A more uniform level of respectable attainment may be expected a year or two hence.

"My distinct general impression is that, with a few outstanding exceptions, the weakest candidates come from the smaller schools—chiefly rural ones—from Episcopalian schools, and from Roman Catholic schools. Anyhow, it is evident that the managers of not a few schools should take steps to secure better provision than at present exists for the efficient instruction of their pupil-teachers in this subject.

"Judging by the standard of the Second Year's Certificate Examination paper in this subject, I should say that this paper is fully beyond the powers of Queen's Scholarship candidates. At least no harm would be done by its setting, for the next year or two, a distinctly easier paper—one with less translation work, with more work in the essentials of grammar (including parsing), and with 'version' work of a simple kind that would test knowledge of the accidence and of the elementary rules of syntax. For this last portion a good deal of the vocabulary might profitably be supplied. Indeed, I think there is much to be said for prescribing *at this stage* one short book for careful reading and preparation by these candidates, some 'unseen' translation being also set as a differentiating test.

"The experiment of setting 'unseen' poetry in this paper for translation has not yielded encouraging results. It would seem that few of the candidates had ever previously tried to translate verse.

"The turning into French of the eight short English sentences given in Question 5 was, as a rule, very poorly done, and revealed widespread neglect of attention to the rules for the position and order of the personal pronouns as objects, direct or indirect, of the verb."

Mr. Fraser :—

French.

"The general impression produced by the revision of the 750 papers entrusted to me is that they are considerably better than they used to be in possession of the same examinations. The translations from French into English, though by no means distinguished by idiomatic turns of expression, were satisfactorily accurate. In the first passage two inexperienced students stumbled at innocent words and phrases like *encore*, *je me suis assis*, *gentil*, *perdant*, and the majority of the competitors, I am sorry to say, gave to the third sentence a meaning which would have astonished that useful but unmannerly [illegible]. The rhymed passage on 'Castles in the air' was well done by students as the other, in spite of the footnotes. The equivalent used for *tout jeune* [illegible] was as usual unknown to the many. Conjugations of verbs were generally given correctly, and the only other grammatical question in the paper was answered quite satisfactorily. The gender of *un* in an *instant fixe*, &c., was, however, often given as feminine. Question 5, which consists of eight short English sentences to be translated into French, affords opportunities for gross grammatical errors. Many (perhaps 40 per cent.) of the candidates rendered the first sentence ['I saw you have hurt yourself'] incorrectly, and in very few cases was 75 per cent. of the marks assigned to the whole question earned. The position of the direct and indirect pronominal objects of the verb and their proper construction [illegible] appeared unknown. Answers to these [illegible] were [illegible]. The word *ne* for *than* and I gave for *there* were rarely translated correctly. I should strongly advise greater application to this part of French grammar or, rather, more practice in translating sentences similar to this one."

Mr. Bathgate :—

"There are a few good papers, the best being done by non-pupil-teachers, but the majority of the 46 papers, 41 by girls and 5 by boys, [illegible] subject may generally be regarded as the last and most speculative choice of the candidates undertaking it. Deficiencies in translation might be remedied

but the grammatical knowledge shows equal weakness, and few of the candidates show sound knowledge of the strong verbs, or of the gender of nouns. The cases governed by prepositions—in a list—are best known, probably as being the easiest committed to memory: the practical use of the prepositions in sentences is much less accurate."

Mr. Fraser :—

"The 22 Gaelic papers revised by me were in the aggregate well done. Several of them were highly satisfactory. Idiomatic translation improves from year to year, and signs are not wanting that grammar and spelling are receiving increased attention. In respect of these two points, however, much better work is still possible. In furtherance of this end, might I advise candidates to read their Gaelic Bibles, or their *Teachdaire*—if they are so fortunate as to possess one—with a more observant eye." Gaelic.

Mr. Pennycook :—

"Of the exercises in dictation 146 were *correct*, 60 contained *one* mistake, 26 *two* mistakes, 18 *three* mistakes, 7 *four* mistakes, 4 *five* mistakes, 1 *six* mistakes, and 2 *seven* mistakes. Dictation and penmanship.

"The specimens of penmanship were generally well done. Many erred in making the text-setting too small.

"May I suggest that, if marks are not to be deducted for such mistakes as the want of punctuation, improper use of capital letters, the division of words between lines, and the omission of words, it may happen that an inferior paper may be more highly *valued* than a better one."

Mr. Macdonald :—

"The dictation exercise, which was by no means difficult, was, as a whole, well done. Dictation.

"In regard to penmanship the most noteworthy feature was the gratifying increase in the number of papers written in the Civil Service style. In the Aberdeen district it is all but universal, judging from the papers handed in by the candidates examined there. The superiority of this system was nowhere more evident than in the uniform manner in which the writing of the dictation exercise so closely resembled the character and style of the pattern writing; whereas in the ordinary round hand style faultless model writing was too frequently found alongside an indifferently written dictation exercise. Penmanship.

"The chief faults of this system were a want of care in the spacing of the letters and a tendency towards exaggeration."

Mr. Smith :—

"The paper contained five questions in both notations. Of the total number examined at the Glasgow Colleges two thirds selected the sol-fa; in Aberdeen the old notation was preferred by three fourths; and at all centres they were about equally divided. Out of the 392 papers revised, 45 secured full marks; 201 from 15 to 19 inclusive; 96 from 10 to 15; and 50 below 10, with two papers not attempted. Music.

"In the staff notation Questions 1, 3, and 4 were, as a rule, well answered. Question 2 was the least satisfactory.

"In the sol-fa papers, Questions 1 and 2 on time were pretty accurate. Questions 3 and 4, bearing upon intervals and pitch, were fairly good, but the question on pitch was largely blundered.

"Question 5 was the same in both notations, and was in general correctly answered.

"The improvement, as compared with the papers in July 1894, is very perceptible. Greater attention should, however, be still paid to intervals, to pitch, and to neatness."

Mr. Wilson :—

"In the staff notation 258 candidates were examined, and in the sol-fa 140. Of the males, 38 per cent., and of the females, 78 per cent. took the staff notation, while of the former, 62 per cent., and of the latter, 22 per cent. tackled the sol-fa. In one college 73, in two others 75, and in a third 90 per cent. of the females took the staff notation. Most of the examinees were females, who preferred the staff to the sol-fa notation, which found more favour with the male candidates.

"As to results; of those examined, only 7 per cent. earned full marks on the staff notation, and 14 in the sol-fa. The majority of the candidates got from 70 to 90 per cent. of full marks.

"The questions set in both notations, while well balanced in point of difficulty, were comparatively easy, and hence the creditable number of marks secured by most of the candidates. Though the time allowed for the exercise was liberal, it was evident that the candidates had frequently hurried through the work, slovenliness being by no means absent from papers otherwise practically faultless.

"In the staff notation keys were for the most part correctly written: but sharps, where numerous, were apt to be somewhat misplaced. It was found easier to write minor sixths correctly than augmented seconds. The question on time was well answered, though some lost marks through substituting dotted notes for single notes. The recognition of the keys of A flat and E flat baffled not a few, and in more than one instance a key was suggested for each measure instead of for each passage.

"In the sol-fa notation much slovenliness characterised the answering of the first question. The neat spacing and setting of all the measures should invariably precede the writing of the notes in their proper lengths and positions. The attempt at interval naming was unusually well done, and the highest note in a given list was easily detected, though the recognition of the lowest proved a much more difficult task. The last question in both notations was, on the whole, very satisfactorily answered."

The following table furnishes statistics regarding the candidates for admission who passed with credit in any of the five university subjects at the admission examination in July 1894. For purposes of comparison the corresponding results for 1893 are given. During the interval, however, French, under the new ordinances of the universities, has been added to the subjects which qualify for graduation, and this year, for the first time the admission candidates have received the university mark for excellence in French. One effect of the addition of this language has been to increase largely the number of female candidates who satisfy the conditions necessary for permission to attend university classes. French has for some years been the language chosen by the majority of female pupil-teachers, in their prescribed course of study:—

I.

	1893.		1894 (July).	
	Males.	Females.	Males.	Females.
Total number examined for admission - -	270	1,123	249	1,018
" " passed " - -	212	829	189	821
Number passed in any of the five university subjects - - - - -	49	30	38	110
Number passed in five subjects - -	—	—	1	—
" " in four subjects - -	3	—	4	—
" " in three subjects - -	15	—	9	8
" " in two subjects - -	21	—	15	28
" " in one subject - - -	10	30	9	74
Passes in Latin - - - -	33	—	19	3
" Greek - - - -	5	—	3	2
" Mathematics - - -	45	2	29	3
" Science Management - -	26	28	21	45
" French - - - -	—	—	15	96
Total number of passes - -	109	30	87	149

The following table shows the distribution of the successful candidates at the various centres of examination. This, to a large extent, corresponds with those *admitted* to the respective training colleges:—

II.

Name of College.	Males.							Females.						
	Passed in					Total Passes.	Total No. of Candidates passed.	Passed in					Total Passes.	Total No. of Candidates passed.
	Latin.	Greek.	Mathematics.	School Management.	French.			Latin.	Greek.	Mathematics.	School Management.	French.		
Edinburgh C. S. -	2	—	7	6	3	18	11	2	1	1	3	19	26	20
„ F. C. -	5	2	5	3	5	20	6	—	—	—	1	8	9	9
„ Epis. -	—	—	—	—	—	—	—	—	—	—	—	1	1	1
Glasgow C. S. - -	2	—	3	3	1	9	3	—	—	—	14	23	37	28
„ F. C. - -	5	1	10	5	4	25	11	1	1	2	16	30	50	32
Aberdeen C. S. - -	2	—	1	2	1	6	2	—	—	—	5	3	8	7
„ F. C. - -	—	—	1	1	—	2	1	—	—	—	6	6	12	7
Other centres - -	3	—	2	1	1	7	4	—	—	—	—	6	6	6
Totals - -	19	3	29	21	15	87	38	3	2	3	45	96	149	110

Christmas Examination.

Summary of revisers' reports.

I subjoin a summary of the reports by the revisers of the papers worked at the certificate examination. In the English paper there is much calling for praise, little for blame. The literature section of the first year is disappointing, of the second year, good. Composition is generally favourably reported on. In school management the text-books have been carefully studied and their contents assimilated, but there is a good deal of loose statement and a want of logical arrangement. There is not much individuality of answering, whole sentences being the same in many papers. The notes of lessons are least satisfactory, the age and attainments of the class being not sufficiently considered. Mr. Boyd thinks the form too stereotyped, and that the drawing up of a time-table in the abstract should scarcely be asked. I am disposed to agree with him. Geography is distinctly better, and physiography no worse, but in the latter subject acting teachers do poorly. Mr. Bathgate recommends the concentric teaching of geography and more frequent revisal. The suggestion is good. Useless ornamentation with coloured pencils is again made the subject of just complaint. History has been found quite satisfactory. On arithmetic, algebra, and geometry the reports are very favourable. Bookwork in geometry is almost invariably good, and deductions very creditable by a large proportion. Dynamics and trigonometry are generally very satisfactory. The arithmetic of acting teachers shows improvement. Political economy is reported as a very stimulating subject, which gives opportunity for individual, well-reasoned answers. In one college, however, the answers were all so similar on the question of bi-metallism that there was evidently no individual thinking. The

text-books on domestic economy had been carefully got up, but there was not much evidence of practical knowledge, and a great deal of prolix answering. On this subject acting teachers show great improvement. In Latin the prescribed work was more accurate than elegant, but on the whole satisfactory. There was considerable weakness in syntax and Roman history. The Greek of the first year was relatively better than that of the second. Composition was very poor. In French the prescribed translation of first year was creditable, and grammar very fair. The translation of the second year was slavishly literal, and in both years English into French was poor by most. The German paper of the first year was very good, but that of the second year seems to have been too difficult. The reports on mental arithmetic, dictation, and penmanship are very favourable. In dictation, words were sometimes, contrary to instruction, divided between the lines. It is, perhaps, worth considering whether there is any advantage in this prohibition. In ordinary practice words are often so divided. It might do no harm to make a candidate's knowledge of proper division an element in appraising the exercise.

Male Students.

Mr. Marshall:—

English. Second year.

"The composition shows marked improvement, particularly in the ideas. Spring is the favourite theme, and it is often very competently worked out. There is manifest a genuine appreciation of natural life. The magazine is the chief other theme. Here the candidates are not so successful. The middle position of the magazines between the daily paper and the book is commented on. As to the language I have only to report good mastery over words and groups.

"The literature is related to Coriolanus and 25 of Bacon's essays. The students enter into the play with spirit. The superhuman greatness of the hero, and the beauty and pregnancy of the language are fully felt and appreciated. It is different with Bacon. The essays are detached and there is no *concentration* of matter. The literature period has been carefully mastered, and good characterisations of Pope, Swift, and Richardson are very often given.

First year.

"The papers of the first year on English given to me for revision are satisfactory, so far as the grammar is concerned. Still the parsing is often mechanical. The analysis is formally correct, but the students should have noticed the possible correlation of clauses. The regimen of the noun clause is often missed. On the whole, a scheme of analysis that does not show clearly the correlation of clauses is worthless. The Chaucer study is disappointing. The students do not know anything of old or middle English. The literature section is difficult to value. Johnson's lives of Pope and Dryden, to those who do not know Pope and Dryden, must be very uninteresting, and without the prescription of some of the main works of these writers, it cannot be expected that real interest and appreciation will be got."

Mr. Whyte:—

School management. Males. Second year.

"These papers show that the prescribed text-book has been carefully studied, and in most cases intelligently assimilated. The students should, however, be taught to think out their own illustrations. The story of Miss Martineau and the comet, and the citing of Niagara and Paris—all from the text-book—were repeated with sickening frequency. This was a blemish in the answering, though not a very serious one, but the lack of logical arrangement, and the loose statement of ideas, which were pretty general defects, could not be regarded so lightly.

First year.

"A fairly good average of merit is shown all through, and the values assigned keep much closer together than in some former years. Many students still give answers which indicate knowledge on their part, but do not formulate

it. Thus in the first question where they were asked to *give* the explanation necessary for the elucidation of the passage, many of them contented themselves with such a statement as 'I would now explain what is meant by 'churlish soil.' Of course that was no explanation and no marks could be given for it. As in the second years' papers, faulty arrangement was very general."

Mr. Macleod:—

"A large proportion of satisfactory answers was given to all the questions in algebra except to Question 7. I regret to say that the number of correct answers given to that question was very small. In some colleges not one correct answer was given. It may seem severe to say that the results should be deemed unsatisfactory for general failure in one question; but in this case the statement is justifiable. The first part of the question is one of no complexity and is explained in every treatise that discusses the Binomial theorem. Algebra. Second year.

"In some of the colleges scarcely one student either gave a correct rule for finding the volume of the segment of a sphere or was approximately correct in his solution of the particular case. Very few in any college realised the meaning of Question 10.

"A few indifferent or poor papers were given in, but fully as many if not more, that might be characterised in all respects as excellent. On the whole the work was good. First year.

"The number of students who did the work in a satisfactory manner was large enough to show that the instruction was efficient. The book-work was almost invariably good in geometry. There are a few students who even yet do not understand Euclid's definition of proportion. In solving deductions a very fair amount of ingenuity was frequently in evidence; the main fault was the lengthy processes used. There are still, I regret to say, instances in which the part to be proved is assumed, and from the assumption it is triumphantly laid down as a logical deduction. Geometry, &c. Second year.

"The questions in trigonometry were of a kind to test intelligent teaching. I am pleased to have to report that the results were most creditable. The number of failures in this subject was small and of those who solved three questions correctly—the maximum allowed—the number was considerable.

"The book-work in geometry was all but universally well done. First year.

"The deductions were correctly solved by a large proportion of the examinees with the exception of Question 9 which was not successfully solved by even one. Question 7 probably received most correct solutions; not many of these however were as brief as they might have been. The correct solutions being free of anything very objectionable in the way of tediousness were awarded full marks.

"The results in dynamics were generally very satisfactory with the exception of the explanation of the common pump. Here curiously enough the distinctions were in colleges. In two of them the explanations of almost every student who attempted the question were correct; in the others there was scarcely one who had a correct notion of the *modus operandi*.

"Although the question on definitions was as a rule correctly and clearly answered, I think it may be instructive to the lecturers to be informed of what some of their pupils reproduced for what was actually told them.

"'Moment is one of the components of a force' 'Specific gravity is the 'weight of a body multiplied by the weight of an equal volume of water.' 'Two forces acting simultaneously on a body form a couple, &c.'"

Mr. W. Calder:—

"The arithmetic papers of the first year male students and male teachers were on the whole well done, the average mark for the students being 68·7, and for the teachers 53·1 out of a maximum of 80. Arithmetic. First year.

"Generally the solutions were neatly, concisely, and intelligently given, and evidently presented little difficulty to the majority of the candidates.

"An analysis of the papers is appended:—

Training College.	No. of Students.	Average Mark.	No. who made 100 per cent.	No. who made over		
				75 per cent.	50 per cent.	30 per cent.
Edinburgh C. S. - - -	27	70·7	2	24	1	—
,, F. C. - - -	35	68·6	4	24	7	—
Glasgow C. S. - -	33	70·3	5	27	1	—
,, F. C. - - -	29	69·6	2	23	4	—
Aberdeen C. S. - - -	6	66·	—	4	2	—
,, F. C. - - -	10	67·	3	3	4	—
Male teachers - - -	20	53·1	1	5	11	3

Mr. Struthers:—

Political economy.

"This is the first time I have had papers in this subject to revise, and though the work of revision has been most laborious, because of the latitude of opinion which must be allowed in dealing with the complex questions of this science, I do not regret the experience. Hitherto I have had to deal chiefly with the work in other subjects of female candidates, and it is to me refreshing to come across papers which show so frequently strong grasp of principles together with the power of working them out to logical conclusions orthodox or otherwise—without diverging into unnecessary detail. One of two things: either the subject has in itself a most stimulating effect on the intellect, or the male brain is after all normally superior to the female. The great majority of the answers show sound knowledge of the leading principles of the science as well as power of applying them to particular cases. The papers from the Glasgow F. C. College were, perhaps, most remarkable for fresh, individual, and well-reasoned treatment of the questions. On the other hand, in one of the colleges the question on bi-metallism had evidently been 'spotted.' The answers were all of a pattern, giving precisely the same number of points, for and against, in very much the same language. There is nothing to show that the student really understood some of the statements made, and occasionally a slip makes it evident that he did not. It is difficult to estimate the value of such answers, but I have no hesitation in saying that answers less formally complete deserved and got better marks."

Mr. Dunn:—

Latin.

"The prescribed work was, as a rule, well done, with more accuracy, however, than elegance. While a free translation is to be deprecated, it is not necessary or desirable to reproduce the Latin idiom in an English form. This slavish adherence to the Latin construction is most objectionable, and even misleading, when it is shown in the retention of the order of Latin words and clauses. A few of the candidates made some concession to English style by breaking up a long and involved sentence into shorter sentences; but in most cases this was not done, and the result was a conglomeration of clauses entirely alien to English methods of composition.

First year.

"Students should be cautioned to be very chary of rendering Latin words by their English homonyms. *Inoffensum* was frequently translated 'inoffensive.' The unseen passage was very fairly done in general. The pronoun *eques* did not, however, appear to be known, and not one candidate in 10 knew the meaning of *orbus*, which was generally mistaken for *orbis*. The passage from Virgil was correctly translated, though as a rule very badly. It is evident that much more time should be given to the accidence and to composition. *Iuvo* was frequently confounded with *fido*. Then, though *dignus legi* may be defended, *dignus legeri* will not do. Such mistakes ought not to occur. Composition was rather poor, and gross blunders were common. *Vereor ne* was too often used instead of *vereor ut* or *ne . . . non*.

"The translation from Latin was on the whole very good, subject to the qualifications already made with reference to the first year's papers. Too close adhesion to the order of the Latin clauses frequently obscured the meaning by keeping the principal clause in suspense. This point should be attended to. The passage from Horace was correctly enough rendered, but the word *adorea* gave trouble. Rare and difficult words should receive special attention. Second year.

"The students appear to be extremely ignorant of Roman history. Horace's reference to the Neros frequently gave rise to an extraordinary jumble of disconnected facts and events. Knowledge of syntax is very backward. I would recommend a course of lessons on the use of the subjunctive and on the oratio obliqua. The latter construction was often assigned as an explanation of the former, even when in direct speech the mood would have been subjunctive. The students of a particular college explain all subjunctives by means of a sort of magic formula, thus, '*mississent* is in the subjunctive because it is the integral part of a dependent sentence.' The formula is used as a convenient mode of superseding the necessity for reflexion. And knowledge of the essential function of the mood in question is best shown by the way in which deviations or apparent deviations from the general rules are handled. Until, however, the ordinary rules for this mood and for syntactical combinations in general are better known, composition will continue to be as imperfect as it is."

Mr. Dunn:—

"The first year's papers appeared to be relatively superior to the second year's, which latter were remarkable for very bad composition. The prescribed work was, however, well done. Knowledge of the accidence is defective. The conjugation of verbs showed the usual effects of a morbid craving for analogy. Students should be carefully warned against fabricating tenses in Greek. Iota subscript was often omitted. I am no longer pestered with accents wrongly placed, for they are now usually omitted. Greek.

"The first year's German was very creditably done, and in the case of some Dundee students with rare accuracy. The composition also was surprisingly good. The range of the candidates' vocabulary was in most cases not extensive, and the unseen passage fared somewhat badly. German.

"The second year's paper is of course more crucial, and it was evidently too difficult. It might be useful to request the candidates not to use German script. It is comparatively unfamiliar, and is a severe tax upon the examiner's eyesight."

Mr. Scougal:—

"The average mark gained in the second year is distinctly creditable. Amongst the men it is 61·7 (out of 100), amongst the women 60·9. The translation from French into English was generally creditable as regards the mere getting at the meaning of the French. But it was, with only occasional exceptions, too slavishly literal to pass muster as respectable idiomatic English. Another cause of loss of marks for the translation was neglect of the exact meaning of the tenses of the French verbs. There were more cases than there should have been of absurd and reprehensible guessing at the meaning of unknown words. French. Second year. Male and female.

"The grammatical questions were, on the whole, fairly well answered. Here variations in merit occurred quite as much by colleges as by individuals. Aberdeen Church of Scotland College was distinctly at the top of the list, and Edinburgh Free Church College made a good second. The verb *éteindre* was evidently much the least familiar of the six verbs of which 'the present tense' was asked. It would have saved some trouble had the *mood* as well as the *tense* been specified in this question.

"Of the three sentences on the idiomatic uses of *manquer* the first was correctly translated by many; the second by a much smaller number; the third by very few.

"The translation from English into French was much the least satisfactory part of the work. Only about 10 per cent. of them turned the short story into passable and intelligible French. About one half of the rest were

allowed from one-half to one-third of the marks. The remainder, as a rule, wrote as French stuff out of which it was impossible to extract even a glimmer of meaning. Errors in points of real difficulty one would wish to judge leniently; but it is difficult to find excuse for the far too numerous 'atrocities' of accidence and syntax that occur in these papers. I am inclined to recommend that, for some time at least, the 'version' passages set should be of a very simple kind, with a good deal of the vocabulary supplied; and that gross grammatical blunders in this part of the paper should entail very serious loss of marks.

First year. Males. "Of these papers I had 76, 65 from students of five colleges, 11 from acting teachers. The students gained an average mark of 59·03 out of 100. The translation of the two French passages from the prescribed reading was, on the whole, creditable as regards accuracy. But it was too often very stiff and bald English. The average success in the translation of the 'unseen' passage was only middling.

"The grammar questions on the verbs, on double plurals, and on the feminine of adjectives, were very fairly answered. There was much obvious guessing as to the plurals of compound nouns asked for.

"Question D. 9—the turning into French of eight short and simple conversational English sentences—was, with few exceptions, very poorly done."

Female Students.

Mr. Barrie:—

English. Females. Second year. "The composition compared favourably with that of former years. 'A Holiday in Early Spring' was the favourite subject, but several of the best essays were on 'Technical Education' and 'The position of the Magazine in Modern Literature.'

"The questions on Coriolanus were, as a rule, answered with creditable fulness and accuracy, while those on Bacon's Essays too often produced less satisfactory results. Most of the papers gave a satisfactory characterisation of Pope's poetry, or a very fair account of Allan Ramsay, and the Life of Swift was, in general, very fairly sketched. In several papers a very good estimate of the Tale of a Tub was given.

"The authors in Question 9 seemed to present little difficulty."

Mr. Welsh:—

First year. "Four subjects were given to choose from as a test of powers of composition, and all four were attempted. 'Childhood' and 'The Study of Nature' had, however, the greatest number of admirers, and most of the exercises were very creditably performed. The students of one college in particular left this important part of the paper to the last, and hurry and want of space must have contributed to the production of inferior workmanship. The writing of the majority of the students from the same college was careless and sprawling. The other colleges deserve praise both for matter and for form.

"The section of the paper bearing on grammar and literature was well done by most, the general results showing careful and intelligent preparation. Altogether there is much calling for praise and little for censure."

Mr. Boyd:—

School management. Females. Second year. "The papers were 275 in number, and speaking generally they showed a satisfactory acquaintance with the prescribed field of study. Only one or two fell below 50 per cent. of the total marks, and a comparatively small number under 60 per cent. In just one instance did I meet with an answer to which I could not assign any value.

"While, however, there was a fairly full knowledge of the various points taken up in the paper, there was not much individuality in the answering. Frequent repetitions of the same phrases, and in one college of whole sentences were met with, suggesting, as was remarked on a former occasion by another inspector, reproduction 'from notes of college lectures or from the text-book used.'

"Diffuseness and prolixity characterised very many of the answers. Whole papers were filled with wordy and pointless statements on matters which, when not assumed in the questions, called only for short notice. For example, in answering Question 6, which asks for a concise statement of the characteristics of healthy physical training, with examples of the ways in which these may be promoted, many seemed to think it necessary to argue at length in favour of such training, while the answer proper was brief and meagre.

"The registration question was usually correctly, though not always completely, answered. Quite a number of the candidates did not know the minimum number of attendance required in a year, and several in one college were of opinion that any scholar who came in after the closing of the register should be sent home.

"The notes of lessons, which occupy an amount of the candidates' time and of the space at her disposal, out of all proportion to their real importance, cannot, as a rule, be greatly commended. With much show of form and method the matter is often unsuited to the class for which the lesson is designed. In arithmetical notation with a third standard many begin with the first ideas of numbers, and on the adverb with a sixth standard, although there is now and then a sensible exercise the writer often goes so far back that anything fitted for such a class comes in, if at all, only at the end. The subject on which the best notes were written was 'Politeness,' but here also, instead of the fourth standard, the infant class was too often in view.

"The prescribed chapters of Quick's 'Educational Reformers' had been carefully gone over, and not a few of the answers to this part of the paper were really good. Sometimes, however, the memory more than the understanding had been engaged, and notions regarding the application of the principles of the great educational writers to school work were frequently vague enough. In one or two colleges, with a frequency which made one wonder if they had been taught so, the students expressed the opinion that any such application could scarcely be attempted in an ordinary school, owing to the Code and the inspector.

"I beg permission to offer a respectful remonstrance against the importance given to Notes of Lessons, at any rate as now understood, in the syllabus and in school management papers. One cannot read hundreds of these productions, year after year, without seeing how altogether conventional and mechanical they are. He is told with sickening iteration that the purpose of the lesson is to 'develop the reasoning powers of the children,' that the apparatus consists of 'black-board, chalk, and duster,' and other like details. Then come the inevitable columns with 'heads,' 'matter,' 'method,' the two last often hopelessly mixed up, and by this being 'educed' and that 'elicited,' the whole thing is supposed to end successfully. In actual experience I find among pupil-teachers in the later years of their service, and teachers during their probationary period, that the ability to *write* passable notes of a lesson bears no approximate relation to the power of *giving* a lesson which really lays hold of the minds of the children.

"I desire to add a sentence regarding time-tables, though none were required in this year's paper. I do not think any student should be asked for one. To draw up one of any value a teacher must have the conditions before him in their concrete form, and he may have to devote to these the consideration of days or even of weeks. And no student, in going out to a school, is nowadays confronted with the task of drawing up a new time-table; at most he has only to adapt the one he finds in use to his own views and experience.

"I make these remarks under the conviction that the time devoted to school management in the training colleges can be much more profitably spent than in exercises which I have come to regard as of little or no value."

Mr. Harvey:—

"These papers are, as a rule, well done by all the colleges. Answers to practical questions were quite satisfactory. There is still too little stress laid on psychology. Observation was the only mental faculty on which a question was set. In none of the colleges, however, does theory seem to have been First year.

neglected. No. 9, 'Decimal Coinage,' was not a favourite, and when attempted the results were somewhat unsatisfactory. The answers were, as a rule, to the point and well composed, but a few linguistic absurdities still crop up."

Mr. Black:—

Arithmetic and Algebra. Second year.

"The most frequent error or omission occurred in connexion with 1 (a). A very large number made no attempt to 'show that a non-terminating decimal must recur,' and many evidently thought what one candidate plainly stated, that 'non-terminating is just another name for a recurring decimal.'

"In Question 2 a good many went more or less astray in fixing the basis on which the proportion of rent payable by each partner was to be calculated, and partial marks had frequently to be given.

"In Question 6 a good deal of groping after the correct answer was manifest while in 7 there was frequent confusion between money and stock.

"The algebra questions were generally well done, 9 (*c*) being the least satisfactory. Question 10 was frequently solved by other than algebraic methods, and marks were lost in consequence.

"The work over all was set down with neatness, clearness, and brevity. The average mark was 70·6 per cent., an advance of nearly 4 per cent. on the average of last year.

"The results in the different colleges vary to a greater extent this year. Edinburgh F.C. stands conspicuously first with the high average of over 82 per cent., and Edinburgh Episcopal makes an average of over 77 per cent. These two colleges—and very notably the former—also produce by far the largest proportionate number of candidates gaining 75 per cent. or more of the available marks. Two other colleges somewhat exceed the average; the three others fall more or less below it. 13 per cent. of the whole number of candidates make less than half marks.

"The average mark gained by the acting teachers—232 in number—has risen from 44 to 47·5 per cent., and the proportion securing at least half marks shows a substantial increase. A larger number tried the algebra. Not a few indeed made more marks out of the three questions in algebra than out of the six problems in arithmetic."

Mr. Johnston:—

First year.

"I find that 31·2 per cent. of the candidates obtain marks from 75 per cent. upwards; 56·2 per cent. range from 50 per cent. to 75 per cent., and only *three* students fall below 30 per cent.

"In Question 1 of the arithmetic section the answer given is too often a bald sentence. A concrete example and the mode of treating it is given, but a clear explanation of the point wanted appears to have presented too many difficulties to many.

"Question 8, which is the mixing of teas, seems to belong to a type with which no class is familiar. In much the same position, so far as knowledge of the proper treatment is concerned, is Question 9 (*b*).

College.	No. of Students.	Per-centage of Marks obtained.
Glasgow F.C.	77	65·06
" C.S.	68	63·84
Edinburgh C.S.	57	69·34
" F.C.	57	71·21
Aberdeen C.S.	47	62·15
" F.C.	37	63·78
Edinburgh Epis.	29	65·02
Totals	372	66·6

Mr. Struthers :—

"These papers, it may be presumed, are those of students who showed a defective knowledge of this subject at the previous examination (admission or first year). If so they show most creditable progress. With few exceptions they display a very adequate knowledge not only of the special period professed but also of the general scope of British history. There was nothing in the nature of the answering which calls for further remark." History. First and second year.

Mr. Walker :—

"The quality of the papers indicates that the text-books have been carefully studied, but there is reason to fear that the practical knowledge of the students is not commensurate with their book-knowledge of the subject. For instance, in Question A 2 all recommend the use of a roasting jack, but it is quite plain that about 95 per cent. of them have never seen one, and do not know what it is. Domestic Economy. Second year.

"A prevalent fault in the papers, as in all examination papers, is that they do not adhere strictly to the terms of the question. They have a tendency to write down all they know, or think they know, about the branch of the subject in question, and so introduce much irrelevant matter. They seem to think it necessary to cover every line of the paper and more, while they might get full value for answers occupying half the space if they would only stick to the point.

"The question (D. 10) about the Post Office Savings Bank was seldom fully answered. The explanation of what is meant by a deferred annuity was generally satisfactory; but when they proceeded to give an example—which they were not asked to do—the figures were generally absurdly wide of the mark.

"The handwriting of the papers is mostly good, slips in spelling are few, but grammar and composition are capable of improvement."

Dr. Smith :—

"I have to remark again that the chief defect of the acting teachers is that they do not do themselves justice. Unaccustomed to examinations, they do not know how to divide the time and space at their disposal, and having answered one half of a paper admirably they are compelled to leave the rest untouched. Domestic economy.

"Almost invariably they did better in the practical than in the theoretical questions, but in both they show a greater tendency to vary between very good and very bad than those who have passed through the training schools. On the whole, however, I have to chronicle a great improvement."

Mr. Lobban :—

"The subject appears to have been studied to good purpose in all colleges, the answering being for the most part full, accurate, and intelligent. Some of the students, by dwelling too long on one or two favourite topics, left themselves too little time and space for the adequate treatment of the rest of the paper." Domestic economy. First year.

Mr. Robertson :—

"The passages set for translation from French into English did not present any difficulties of vocabulary, though one at least of them gave a good opportunity for the display of literary ease and style in the rendering. Except in this last point the translation was generally accurate and sensible. The accidence part of the paper was mostly well done. The final section of the paper, however,—the translation into French of short detached conversational sentences—proved disastrous to a considerable proportion of the candidates. It may be said, in a word, that the knowledge of simple syntax is far too weak. The students ought to be well drilled in ordinary colloquial idioms." French. First year.

MALE AND FEMALE STUDENTS.

Mr. King :—

Geography and physiography.

"The students, or their instructors, have profited by last year's criticism, and the answers in geography are distinctly better than they have been for some time. On the other hand there is, except in one college, no falling off in physiography.

"The acting teachers, with few exceptions, gain creditably high marks for geography; but their physiography continues to be very weak indeed.

"I should like to prohibit the use of coloured pencils. It is pure waste of time, so far as the earning of marks is concerned, to surround the outlines of the maps with shadings of blue or red; and the habit, which some have, of underlining important points of each answer with blue is an annoyance to the examiner, who has his own blue pencil to underline errors. The matter may appear to be trivial, but when complaints are so often made that sufficient time is not allowed for answering the questions set, it may be worth while to point out one respect in which time is spent without advantage to any one."

Mr. Bathgate :—

First year Females.

"These papers are, as a rule, satisfactory, containing copious information set down in a business-like style. The following are the average marks obtained at the various colleges :—

Glasgow Church of Scotland - - -	76 per cent.
Edinburgh Episcopal - - - -	75 „
„ Free Church - - -	75 „
„ Church of Scotland - -	74 „
Aberdeen Free Church - - -	73 „
Glasgow Free Church - - -	72 „
Aberdeen Church of Scotland - -	61 „

"The questions in geography are well answered, especially those requiring general information. The map drawing is also in most cases good. There is, however, an exception which enforces more strongly than I have ever seen the necessity of 'concentric' teaching of geography, so as to secure revisal and permanent knowledge of the more important parts of the subject. I refer to the map of the mountain system of Scotland south of the Forth and Clyde Canal. This map was decidedly the worst done of the four on the paper, and good marks were rarely obtained for it. It is possible that if the river system had been asked in combination with the mountains, some of the maps might have been more definite and symmetrical. But in any case there were frequently errors which a 3rd Standard scholar should have been able to correct. The question on productions was well answered, but a good many students did not seem to know any difference between flax and linen, saying that the former is obtained from the towns engaged in the linen manufacture.

"The questions in physiography are generally well answered, but requiring more thought, are not always so successfully dealt with. The monsoons are intelligently discussed by many students, but in one or two of the colleges the generally accepted theory attributing the monsoons to the heating of the land masses north and south of the equator alternately does not seem to have been explained. The phases of the moon are properly explained in most papers, but a number give such an account of them that one concludes they cannot have studied the diagrams. In a good many papers the 'quarters of the moon' seems to be taken as indicating the quantity seen. In some colleges the style of penmanship might be more regular. But, as I have said, the results in this subject are generally good."

Mr. Craigie :—

Mental arithmetic

"I revised 893 papers on mental arithmetic from all the colleges and centres in Scotland. The papers of the students are the best I have yet examined, and in comparison with those of former years show a distinct rise in efficiency. Last year three students obtained full marks for their papers, whereas this year no fewer than six female and two male students, and one female acting teacher, have attained to this distinction.

"The work of the acting teachers is also better than that of last year. Only two papers had all the answers wrong.

"The following table gives the 'average mark' in each college:—

Females.	——	Males.	——
Edinburgh C. of S. College	27·8	Aberdeen F.C. College -	26·4
" F.C. College -	26·8	Edinburgh F.C. College -	26·1
Aberdeen F.C. College -	25·9	Glasgow C. of S. College -	25·7
Edinburgh Episl. College -	25·4	Edinburgh C. of S. College	24·7
Glasgow F.C. College -	23·5	Glasgow F.C. College -	23·8
Aberdeen C. of S. College -	23·	Aberdeen C. of S. College	19·6
Glasgow C. of S. - -	20·7		

Mr. Gall:—

"The total number read was 810, of which 549 were worked by female students of the second year and by male students of both years. The remainder were written by acting teachers. Penmanship and dictation.

"In penmanship the results, as a whole, are very satisfactory, and indicate that the subject is receiving a due measure of attention. No candidate obtains the maximum, but a gratifying proportion come very near it. The general style is bold and careful, and the improvement noted last year in respect of regularity of slope and relative lengths of letters is well maintained. In a good many cases the lines are unfinished, owing partly to a want of proper spacing, and partly to the size of the writing being too large. Penmanship.

"In dictation the results are very good and closely approximate, as is shown in the table subjoined. The words *inaccessible*, *besieging*, and *maintenance* presented most difficulty. Dictation.

"There are two or three points of minor importance to which I may briefly advert. It seems to me that many candidates do not pay sufficiently close attention to the first reading, which is meant to give a connected idea of the sense of the passage. The result is that certain words are omitted and their place supplied by others which, though perhaps as difficult to spell, yet render the sentence meaningless, and lead in some cases to a loss of marks. Again, the instructions for working the paper say, 'The words must not be divided between two lines,' but this injunction is frequently overlooked. The transgression is perhaps not to be regretted, however, as it discloses the fact that a lesson on the recognised methods of dividing English words into syllables is more or less needed in all the colleges. Lastly, the test letter in a word is sometimes formed so indistinctly that one can scarcely tell what the candidate intended it to be. This is not a safe method for the candidate.

"Results in Dictation.

Students.	No. of Papers.	Marks earned.				
		50.	45.	40.	35.	30.
2nd year females - - -	272	197	56	16	2	1
Per-centage - - -	—	72·4	20·6	5·9	·7	·4
1st and 2nd year males - -	277	197	58	17	4	1
Per-centage - - -	—	71·1	20·9	6·1	1·5	·4
Total - - -	549	394	114	33	6	2
Per-centage - - -	—	71·8	20·8	6·	1·1	·3

Mr. Crombie:—

"Of the 736 papers on penmanship and dictation entrusted to me for revision, 373 were worked by female students of the first year and 363 by female teachers. As a general rule the students did better papers than the teachers, although the latter were by no means on a much lower level. The following table summarises a few of the more important results:—

——	No. of Papers.	Per-centage of Marks in Penmanship.	No. correct in Dictation.	Per-centage of Marks in Dictation.
Students - - - -	372	79	248	95
Teachers - - - -	363	71	144	88

"These figures show the general superiority of the students over the teachers. Moreover, they may be regarded as forming a safe basis for the conclusion that the students have reaped considerable benefit from their first year's training. The respective numbers of students and teachers are almost equal, and the teachers were examined at the same centres, and were therefore drawn in similar proportions from the same localities as the students.

Penmanship. "In one college the upright style of writing is practised, but, generally speaking, a slightly sloped, bold round hand is favoured. The students' specimens of large hand from the same college show considerable uniformity. Handwriting appears, therefore, to receive a fairly adequate share of attention in the college curriculum. The small handwriting is often, however, too small, and the loops and joinings are not so carefully formed as in the larger handwriting. The proper spacing of letters and words is also capable of some improvement.

Dictation. "In this subject the results are very gratifying. Of the 372 students who wrote the exercise, 248, or exactly two-thirds of the whole number, were without a mistake, and only 30 had more than one blunder. 'Maintenance,' 'prejudices,' 'accessible,' and 'primitive' were the most fruitful sources of error."

Mr. McNaught:—

Music. "First Year. *Staff Notation.*—The answers were generally good. The arrangement of sharps and flats in a signature is better understood than it used to be, and there is a closer approach to unanimity in the choice of names for intervals, but the terms 'imperfect' and 'pluperfect' are still used and are sometimes even applied to sixths as well as to fifths and fourths. The question calling for analysis of key was pretty generally shirked. The penmanship of groups of students was sometimes not satisfactory. *Tonic Sol-fa.*—I am glad to note that the improvement in general accuracy observed in recent years in working tonic sol-fa papers is fully maintained. As the tonic sol-fa notation is almost unreadable if it is not very well written, I observe with satisfaction that more care is being given to the spacing of pulses and the placing of dots and commas, &c.

"Second Year. *Staff Notation.*—On the whole the results were satisfactory in the answers to questions on rudiments. But construction calling for thought and arrangement of material was not nearly so good. Few students were able to define correctly the keys of the three passages given, and fewer still were able to write a simple passage of syncopation in accordance with the plain directions given. Then as to the compass of voices many and especially acting teachers, evidently prepare themselves by learning a formula "trebles and tenors C to G and altos and bases G to C" without troubling to know which G or which C is meant, and without attempting to distinguish

between the compass of trained adults and untrained young children. The question on compass having been put in an unusual but perfectly legitimate form, the want of real knowledge of this important point was painfully evident. The terms *legato* and *leggiero* were often defined incorrectly. *Tonic Sol-fa Notation.*—Most of the questions were very well answered. The important one requiring passages written on the 'imperfect' method to be written with bridge notes, and the questions on syncopation and compass were not so well answered as the others. In the compass question candidates were given the option of expressing pitch on a staff. Many availed themselves of this aid to a clear visual expression of pitch. The remarks made above on writing syncopation and on the definitions of musical terms apply with equal force to the tonic sol-fa papers."

COMPARATIVE TABLE showing results of EXAMINATION at ADMISSION and at END of TWO YEARS' TRAINING.

College.	No. of Students.	Admission Examination, 1892.			Christmas Examination, 1894.			
		Average place on List for Scotland.	Number in		Number in			
			1st Division.	2nd Division.	1st Division.	2nd Division.	3rd Division.	Failed.
MALES.								
Edinburgh C. of S.	29	71·2	18	11	15	6	6	—
„ F.C. -	30	94·4	11	19	13	15	1	—
Glasgow C. of S.	28	70·0	17	11	15	10	3	—
„ F.C. -	31	52·	25	6	19	12	—	—
Aberdeen C. of S.	10	76·8	5	5	5	5	—	—
„ F.C. -	12	91·5	5	7	8	4	—	—
FEMALES.								
Edinburgh C. of S.	54	241·2	13	41	15	32	3	—
„ F.C. -	42	95·3	32	10	30	10	—	—
„ Epis.	30	*260·	11	19	14	14	2	—
Glasgow C. of S.	54	114·	26	28	20	32	2	—
„ F.C. -	42	84·	29	13	34	8	—	—
Aberdeen C. of S.	29	74·	27	2	20	7	1	—
„ F.C. -	27	262·	8	19	15	12	—	—
TOTALS (Male and Female).								
Edinburgh C. of S.	83	—	31	52	30	38	9	—
„ F.C. -	72	—	43	29	43	25	1	—
„ Epis.	30	—	11	19	14	14	2	—
Glasgow C. of S.	82	—	43	39	35	42	5	—
„ F.C. -	73	—	54	19	53	20	—	—
Aberdeen C. of S.	39	—	32	7	25	12	1	—
„ F.C. -	39	—	13	26	23	16	—	—

* Exclusive of 10 English candidates, all of whom were in the first class.

The following table shows the number of students who attended the University from 1874 to 1894 inclusive, although the present system of attendance was not fully introduced till 1877 :—

Year.	Number of Students.						Total.
	Church of Scotland Training Colleges.			Free Church Training Colleges.			
	Edinburgh University.	Glasgow University.	Aberdeen University.	Edinburgh University.	Glasgow University.	Aberdeen University.	
1874	6	7	—	11	9	—	33
1875	2	4	—	20	7	—	33
1876	2	8	—	24	23	—	57
1877	12	25	—	48	35	—	120
1878	20	24	—	46	40	—	130
1879	37	37	—	55	42	—	171
1880	37	37	—	48	45	—	167
1881	38	38	—	47	40	—	158
1882	35	40	—	29	38	—	142
1883	35	36	—	44	34	—	149
1884	35	34	—	43	36	—	148
1885	39	36	—	50	41	—	166
1886	43	40	2	48	45	4	191
1887	42	44	7	43	40	6	182
1888	41	33	7	50	22	6	159
1889	32	43	9	40	33	6	183
1890	33	42	9	41	43	4	192
1891	50	45	14	48	56	7	220
1892	46	44	18	51	68	13	240
1893	43	45	18	48	56	10	220
1894	45	42	16	50	55	12	220
Totals	70	713	100	884	908	68	2,283

The removal of the certificate examination from December to Midsummer will be of decided advantage to the students who take University classes. They will be able, now that there is no intercrossing of training college and University examinations, to give undivided attention to their University work.

The number in attendance is the same as last year, though the number of female students (32) is this year much larger.

Last year 71 gave attendance for a third session. This year there are 75.

The accounts furnished to me by the professors in the three Universities are in the highest degree favourable, the training college students in several instances carrying off the majority of the prizes. They form throughout a very valuable element in all the classes.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education for Scotland.

SPECIAL REPORTS.

EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—Peter Mackinlay, M.A., Principal; Rev. A. M. Trotter, M.A., B.D., English; Edward Kirpatrick, M.A., Oxon., classics and drawing; Alex. Morgan, M.A., B.Sc., science; James McN. Steele, master of method; Lee Mellet, B.A., LL.B., Paris, French; Walter Hately, music; James Hay, drawing; James A. Moncur, singing; Janet E. Macgregor, lady superintendent; Mary J. Smith, music; Catherine Walker, lady superintendent of boarding house.

Health of Students.—With two slight exceptions the students have been in good health. No systematic physical drill is taught in this college. I strongly recommend that it should be introduced for both male and female students. A very competent teacher is employed in connexion with the practising schools. His services could be taken advantage of for the training college, in which there is a large hall admirably suited for the purpose.

Number of Students.—The number of students during the past session was as follows:—

Males.	
First year	27
Second year	27
	54
Females.	
First year	57
Second year	51
	108

giving a total of 162, or three more than last year.

Scholarships.—All the male and 40 female students hold bursaries. The males receive 25*l.* or 23*l.* per session, according as they pass in the first or second class at the admission examination. The female students receive bursaries varying in value from 18*l.* to 8*l.* All students pay yearly 5*l.* for books and education. 68 female students are self-supporting. All the students had been pupil-teachers.

The Practising School.—The attendance continues to be large, and the instruction highly efficient.

The Boarding House.—The boarding house is full and managed most satisfactorily.

Cookery.—Cookery and laundry are taught as formerly.

University Students.—During the present session 45 students attended Edinburgh University—14 for a third session, 14 for a second, and 17 for a first.

Classes attended.—17 attended junior, and 7 senior Latin; 5 junior, and 1 senior Greek; 17 junior, and 5 senior mathematics; 9 English literature; 10 moral philosophy; 1 chemistry; 1 archæology; 10 education; 12 logic; 1 geology; 6 natural philosophy.

Four former students attended University classes.

University Distinctions.—One student got in open competition a Bursary and Medal, and another the Simon Bursary of 70*l.* Other prizes gained were the 1st medal in junior mathematics, 4th prize in senior Latin, 4th prize in junior Latin, and the 6th prize in logic. The names of students appear 15 times in the Certificates of Merit List.

Former students have also come well to the front. Among the honours gained by them may be mentioned the Medal and Cousin prize in fine art, the Rhind scholarship of 98*l.* 10*s.* a year tenable for two years, the Aitken scholarship of 109*l.* 9*s.* 2*d.* a year, tenable for two years, the 1st prize in third year Divinity, the 1st and 3rd prizes in first year Divinity, the 1st and 4th prizes in Ecclesiastical Divinity, &c.

RESULTS.

Drawing :—

Passes, first class	68
„ second class	55
Certificates	22

Science :—

Subject.	Number presented.	Passed in		Failed.
		First Class.	Second Class.	
Physiography :—				
(*a.*) Advanced stage	76	46	29	1
(*b.*) Elementary stage	85	85		0
Heat :—				
Advanced stage	27	4	22	1
Theoretical Mechanics :—				
Elementary stage	2	2		

Christmas Examination.—The results of the examination for certificates at Christmas, 1894, are given in the tables following this report. The average place of the males at the admission examination, 1892, was 71, and of the females 241. At the end of two years' training 30 passed in the first, 38 in the second, and 9 in the third division, below which none fell.

Out of 161 candidates of both years, 141, or 87·5 per cent., are in the first and second divisions as against 82·9 per cent. last year. It may also be noted that 54, or 33·5 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Dr. Patrick, J. A. Trail, Esq., and Professor Laurie.

EDINBURGH FREE CHURCH TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—M. Paterson, B.A., LL.D., Principal; Wm. Lees, M.A., mathematics; David Baxter, M.A., English and classics; F. Spence, M.A., B.Sc., science; C. le Harivel, French; J. B. Napier, drawing; W. Hately, music; T. B. M. Lamb, M.A., tutor in classics; Miss Shanks, lady superintendent; Miss Brown, head of boarding house, sewing; Miss Millar gave a course in Kindergarten; drill sergeants.

Health of Students.—The medical report is generally satisfactory. There have been only a few slight ailments, and recently one case of scarlet fever, the patient being at once removed to the city hospital.

Attendance of Students.—The number of students during 1894 was:—

Males.	
First year	35
Second year	30
	65
Females.	
First year	60
Second year	42
	102
Total	167

These may be divided into two classes, viz.:—

I.—Students holding Queen's scholarships:—

Males.	£
18, each	25
45 „	23
2 „	21
Females.	
2, each	18
6 „	15
12 „	10
20 „	8

II.—Ordinary or self-supporting students:—

Females	62

All had been pupil-teachers except two men.

The Practising School.—The practising school maintains its reputation and attendance.

The Boarding House.—The boarding house is conducted with the same very satisfactory care and ability as formerly.

Cookery, &c.—Cookery, laundry, and drill are taught as formerly.

University Students during session 1894–5 :—

		Males.	Females.
(*a.*)	Who passed entrance in July 1894	10	10
(*b.*)	„ „ 1893	13	2
(*c.*)	„ „ 1892	13	2
	Total	36	14

Classes attended :—

9 students attend the junior, 6 the senior, and 1 the honours Latin;
3 „ „ „ 1 „ „ 1 „ Greek;
12 „ „ „ 7 „ „ 1 „ mathematics;
11 „ „ natural philosophy, one of these taking the advanced honours class at the college;
2[illegible] „ „ lectures on rhetoric and English literature;
14 „ „ „ education;
13 „ „ „ logic;
5 „ „ „ French;
2 „ „ „ moral philosophy;
1 student takes astronomy and one takes political economy.

University Distinctions gained by present and former students:—In Latin, Honours class, 1st medal (equal with another); in junior class, 2nd medal, 10th prize, and prize for Latin prose. In Greek, junior class, 1st medal, and two students equal for 3rd prize, and other three prizes. In moral philosophy, 2nd prize and medal. In political economy, 1st prize and prize of 10*l.* 10s., also 6th prize. In mathematics, senior class, 6th prize, and Newton Bursary—20*l.* for two years; in junior class, 2nd prize. In natural philosophy, 8th prize; in advanced class, 1st medal and 4th prize. In logic, 12th prize.

In the *degree* examination *three* former students have gained first-class honours in mathematics.

DRAWING RESULTS.

First class passes	105
Second class „	94
Certificates	62

SCIENCE RESULTS.

Subject and Class.	Number presented.	First Class.	Second Class.	Failed.
Sound, Light and Heat:—				
Advanced (sound)	28	22	6	0
Elementary	34	10	20	4
Mechanics of Solids:—				
Advanced	3	1	2	—
Elementary	15	13	2	—
Physiography:—				
Men—Advanced	22	18	3	1
„ Elementary	28	27	1	—
Women—Honours	5	—	—	5
„ Advanced	51	39	12	—
„ Elementary	42	42	—	—
	228	172	46	10

Christmas Examination.—At the July examination of 1892 the average place of the males was 94·4, and of the females 95·3. At the end of two years' training 43 passed in the first, 25 in the second, and one in the third division. Out of 160 candidates of both years 148, or 92·5 per cent., are in the first or second divisions as against 91 per cent. last year. Of these 77, or 48·1 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present at the meeting of the board were the Rev. Dr. MacPhail, Rev. W. M. Falconer, Alex. Gray, Esq., James Simson, Esq., and J. Watt, Esq., Secretary.

EDINBURGH EPISCOPAL FEMALE TRAINING COLLEGE.

Visited with Mr. Struthers in June and October.

Staff.—Rev. J. R. Leslie, M.A., Principal; Isabella Smith, lady superintendent; Margaret E. Oxley and Margaret E. Davidson, governesses; Jas. Sneddon, Mus. Bac., Cambridge, music; J. A. L. Kunz, French; Mrs. Black, cookery; Mary L. Rayner, and Mary Goodwin, mistresses of method.

Health of Students.—Health of students is reported as good. The only cases deserving notice were two—one of erysipelas and one of gastric ulcer. Both recovered.

The number of students during the past session was as follows :—

FEMALES.

First year - - - - -	29
Second year - - - - -	30
	59

In this college all the students are received on the same terms. There are no bursaries as in the other Scotch colleges. Each student pays an entrance fee of 12*l.* and receives her board, washing, education, &c. free.

All but four had been pupil-teachers.

The Practising School.—The condition of the practising school is quite satisfactory.

Drill, &c.—Drill, cookery, and laundry work are taught as formerly.

RESULTS.

Drawing :—

Passes, first class - - - -	57
„ second class - - - -	32
Certificates - - - - -	13

Science.

Subject.	Class.	Stage.	No. presented.	Passed.		Failed.
				First Division.	Second Division.	
Physiography -	2nd year -	Advanced -	17	8	9	—
„ -	„ -	Elementary -	13	9	3	1
„ -	1st year -	„ -	29	21	6	2

Christmas Examination.—The results of the examination for certificates are given in the tables following this report. The average place of the candidates at the July admission examination, 1892, exclusive of 10 English candidates, was 260. At the end of two years' training 14 passed in the first, 14 in the second, and 2 in the third division. This is a very creditable result.

Of the 59 candidates of both years, 51, or 86·4 per cent., are in the first and second divisions, and 16, or 27·1 per cent., are in the first division.

COMMITTEE.

Two attempts were made by myself and the committee to arrange a meeting, but a day mutually suitable could not be fixed upon. As no points of importance required discussion either on their side or mine, a meeting was for this year dispensed with.

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Ogilvie in May, October, and November.

Staff.—David Ross, M.A., B.Sc., LL.D., Principal; D. G. Miller, M.A., classics and history; A. M. Williams, M.A., English; Alex. V. Lothian, M.A., mathematics and science; James Beveridge, master of method; J. A. Monteith, art-master; John Lyon, B.A. (Lond.), assistant art-master; D. B. Johnstone, A.Mus., music; A. L. Gorecki, French; Beatrice Fenwick, lady superintendent; Mary Allan, LL.A., St. Andrews, assistant lady superintendent; J. A. H. Lamond, superintendent of boarding house.

Health of Students.—The health of the students has been very good. There was one case of blood poisoning.

The female students do not receive any physical drill. I strongly recommend that they as well as the male students should have the benefit of it.

The number of students during the past session was :—

MALES.

First year	34
Second year	28
	62

FEMALES.

First year	69
Second year	54
	123

All had been pupil-teachers.

Scholarships :—

MALES.

	£
34	25 each.
28	23 „

FEMALES.

2	18 each.
6	15 „
12	10 „
20	8 „

In addition there were 83 ordinary or self-supporting female students.

The Practising School.—The practising school in respect of attendance and efficiency maintains its high character.

The Boarding House.—The management and sanitary arrangements of the boarding house are in every way satisfactory.

Cookery and laundry are taught as formerly.

University Students.—

1. (*a.*) New entrants (passed July 1894)	-	5
(*b.*) End of first year	-	23
(*c.*) „ second year	-	14

2. *Classes attended* :—10 senior, and 7 middle Latin; 1 senior, and 12 middle Greek; 8 middle mathematics; 30 English literature; 22 education; 5 natural philosophy; 13 moral philosophy; and 2 history.

University Distinctions.—Middle Greek, 3rd and 5th prizes; middle Latin, 3rd and 4th prizes; middle mathematics, 4th prize; natural philosophy, 5th, 11th, and [illegible] prizes, and one prize in the "Higher Course"; English [illegible], 5th, 12th, and 14th prizes; history, 5th prize; education (males), 1st, 3rd, and 4th prizes, (females), 1st, 2nd, and 3rd prizes.

RESULTS.

Drawing :—

Passes, 1st class	-	[illegible]
„ 2nd class	-	[illegible]
Certificates	-	42

Session

Subjects	Class	Number presented	Passed in: First Class	Second Class	Failed
Education—					
(a) Males	Men	62	56	24	2
(a) Females	Men	67	56	10	1
Psychology	All classes	178	169	9	0
		307	281	43	3

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report.

[illegible] passed at this session in the July examination, 1894, were 73 out of [illegible] In the end of two years' training 84 passed in the first division, 91 in the second, 5 in the third.

Out of 183 candidates of both years, 171, or 93·4 per cent., are in the first and second divisions, as against 89·3 per cent. last year. It may also be noted that 77, or 42 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were Sir John N. Cuthbertson, Rev. Professor Stewart, D.D., Rev. Dr. Watt, Rev. R. K. Monteath, B.A., James Graham, Esq., LL.D., Professor S. S. Laurie, Secretary.

GLASGOW FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Ogilvie in May and November.

Staff.—Thomas Morrison, M.A., LL.D., Principal; John Kerr, M.A., LL.D., mathematics and science; Robert Wylie, English and drawing; [illegible], M.A., physiology and Latin; Archibald A. Mont, M.A., teacher of method, Latin Class, &c.; Miss [illegible], Assistant Lecturer; Miss [illegible], [illegible] assistant; Miss Black, cookery; Miss Ewing, [illegible]; Sergt.-Major [illegible], drill.

Science.

	No. presented.	1st Class.	2nd Class.	Failures.
Physiography—Males, 2nd year -	31	31	0	0
„ Females, 2nd year -	43	28	15	0
Mechanics—Males, 2nd year - -	31	2	24	5

	No. presented.	Pass.	Fair.	Failures.
Physiography—Males, 1st year - -	29	29	0	0
„ Females, 1st year -	77	76	1	0
Mechanics—Males, 1st year - -	29	19	9	1

Christmas Examinations.—The results of the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1892 was 52, and of the females 84. At the end of two years' training 53 passed in the first division, 20 in the second, and none fell below the second division.

Out of 178 candidates of both years, 172, or 96·6 per cent., are in the first and second divisions, as against 98·1 per cent. last year. It may also be noted that 100, or 56·18 per cent. of the whole number, are in the first division.

Committee.

The members present were the Rev. Principal Douglas, D.D., Hugh Brown, Esq., George M. Grierson, Esq., and James Parlane, Esq.

ABERDEEN CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Stewart in May and October.

Staff.—Joseph Ogilvie, M.A., LL.D., Principal; David Crabb, M.A., mathematics and science; James Wattie, M.A., B.A. Oxon, English and classes; J. Heatherun, L.R.A.M., singing; John P. McCann, drawing; Alfred M'Leod, elocution; Major Cruden, physical training; Elizabeth Cleland, French, &c.; Ella G. Worsnop, sewing; Isabella Clarke, domestic economy and German; Jessie Morrison, acts superintendent and mistress of method.

Health of Students.—The medical report is very satisfactory. There has been only one case of serious illness.

Attendance.—The number of students in attendance during the past session was 1–

Males.

First year - - - - - -	6
Second year - - - - -	10
	16

FEMALES.

First year - - - - - -	47
Second year - - - - - -	29
	76

SCHOLARSHIPS.

MALES.

	£
8, each - - - - - -	25
3 „ - - - - - -	23
5 „ - - - - - -	20

FEMALES.

2, each - - - - - -	18
6 „ - - - - - -	15
22 „ - - - - - -	10
9 „ - - - - - -	8
2 „ - - - - - -	5

There are, in addition, 35 self-supporting female students:—

All but two male and seven female students had been pupil-teachers.

The Practising School.—The practising school maintains its attendance and efficiency.

Boarding House.—The boarding house is conducted as hitherto with most praiseworthy care and skill.

Drill.—Drill continues to be an admirable feature in this college. In the physical training college under the supervision of Major Cruden and his assistants, the variety of the exercises and precision with which they are performed are admirable. The resultant erect bearing and healthy colour of the female students suggest the expediency of having the same attention paid to this subject for the female students in the Edinburgh and Glasgow Colleges, as a healthy accompaniment to long hours of intellectual work, for which male students find relaxation in games of various kinds.

Cookery and Laundry.—Cookery and laundry are taught as usual.

University Students.—The number of students attending the university during session 1894–95 in terms of Art. 102 of the Code is:—

	Males.	Females.
(*a.*) Who passed the T.C. entrance examination in July 1894 -	1	3
(*b.*) „ „ „ „ 1893 -	5	2
(*c.*) „ „ „ „ 1892 -	4	—
(*d.*) „ „ „ „ 1891 -	1	—

The subjects and numbers are as follows:—

There are taking senior Latin, 1; junior mathematics, 1; logic, 1; chemistry, 2; natural philosophy, 2; natural history, 3; senior mathematics, 3; moral philosophy, 4; English, 5; education, 11.

University Distinctions.—Eleven prizes and 14 certificates of merit were obtained. The following are the prizes:—8th prize in senior Greek; 2nd in English; 1st in logic; 1st in natural history; 1st in natural philosophy; 1st, 2nd, and 3rd in education; 4th in mathematics; and 3rd and 5th in Christian evidences. Three will graduate.

RESULTS.

Drawing:—

Passes (1st classes) - - - -	70
„ (2nd classes) - - - -	57
Certificates, (1st class) - - - -	17
„ (2nd class) - - - -	41

Science.

Subject.	Stage.	Students of	No. presented.	Passed.	Passed "fair."	Passed in		Failed.
						1st Class.	2nd Class.	
Practical Plane and Solid Geometry.	Elementary	1st year	34	20	6	—	—	8
" "	"	2nd year	2	1	1	—	—	—
Mechanics (Fluids)	"	2nd year	5	1	4	—	—	—
" "	Advanced	2nd year	2	—	—	1	1	—
Human Physiology	Elementary	1st year	52	30	18	—	—	4
" "	"	2nd year	31	20	9	—	—	2
" "	Advanced	1st year	1	-	—	—	—	1
" "	"	2nd year	6	—	—	—	2	4
Physiography	Elementary	2nd year	18	17	1	—	—	—
"	Advanced	1st year	5	—	—	4	—	1
"	"	2nd year	20	—	—	14	6	—
Totals			176	89	39	19	9	20

Christmas Examination.—The average place of the males at the entrance examination in July 1892 was 76·8, and of the females 74. At the end of two years' training 25 passed in the first, 12 in the second, and 1 in the third division.

Out of 91 candidates of both years 70, or 77 per cent., passed in the first or second divisions, and 36, or 39·5 per cent., passed in the first division.

COMMITTEE.

The members of the committee of management who were present at the meeting of the board were the Rev. Dr. Cooper, Rev. Dr. Cowan, Professor Traill, Alex. Simpson, Esq., and G. A. Simpson, Esq., secretary.

ABERDEEN FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Stewart in May and October.

Staff.—John Adams, M.A., B.Sc., Principal; John L. Mackenzie, B.A., B.Sc., mathematics and science; John Downie, M.A., Latin and English; George Davidson, physiography and school subjects; Alex. Bremner, M.A., B.Sc., practising school; Wm. Litster, music; John Hay, drawing; Major Cruden, drill; Robert. B. Bateman, Mus. Bac., instrumental music; Mrs. Black, cookery; Dr. Urquhart medical officer; Miss A. Walker, L.L.A., lady superintendent.

Health of Students.—The medical report bears that the health of the students has been good, but that a considerable number of the female students have found the sewing a great strain on their eyes, and require glasses to enable them to work with comfort.

There were in regular attendance the following students:—

MALES.

First year	10
Second year	12
	22

FEMALES.

First year - - - - - -	38
Second year - - - - - -	27
	65

These may be further divided into three classes, viz. :

1. Students holding Queen's scholarships :—

MALES.	£
9, each at - - - - - -	25
13 „ - - - - - -	23

FEMALES.	£
2, each at - - - - - -	18
6 „ - - - - - -	15
12 „ - - - - - -	10
20 „ - - - - - -	8

2. Ordinary or self-supporting students :—

Females - - - - - -	18

3. Students specially admitted and on whose account no grants were paid:—

Females - - - - - -	7

All but two male and three female students had been pupil-teachers.

Cookery and Laundry Work.—The female students all went through regular qualifying course in those subjects under Mrs. Black as in former years.

Practising School.—The practising school maintains its attendance and efficiency.

Drill.—The students in this college are trained in physical exercises in the same way by the same teachers as in the E. C. College, and the remarks made under the head of drill on that college apply here.

University Students.—The number of students attending the University under Art. 102 (*a*) of the Code is as follows:—

(*a.*) Students who passed the admission examination in July 1894 - - - - - -	3 males 2 females
Total - -	5
(*b.*) Students at end of first year - - - - -	2 males
(*c.*) „ „ second year - - - -	5 „

Classes attended :—Junior Latin, 3 unior mathematics, 4 ; senior mathematics, 3 ; natural philosophy, 3 ; logic, 3 ; chemistry, 2 ; education, 2 ; English, 2 ; theoretical geology, 2 ; practical geology, 2 ; French, 3.

University Distinctions.—Two students graduated as M.A. The following prizes were gained :—*first* in English literature ; *second* in senior French ; *the medal* in geology ; and *sixth* prize in junior mathematics.

RESULTS.

Drawing :—

2nd Class - - - - - -	62
1st Class - - - - - -	70
Complete certificates, 2nd Class - - -	17
„ „ 1st Class - - -	8

Science.

Subjects.	Class.	Number examined.	Number passed	Number who had "fair."	Number Failed.	Number in Advanced Stages who passed.	
						1st	2nd.
Agriculture -	1st year, males -	10	6	4	—	--	--
,, -	2nd ,, ,, -	12	11	—	1	5	6
Geometry -	1st year, males -	7	7	--	—	--	--
,, -	,, ,, females -	26	9	9	8	—	--
,, -	2nd ,, females -	6	1	4	1	--	--
Physiography -	1st year, males -	10	10	—	—	--	--
,, -	2nd ,, males -	12	12	--	--	10	1
,, -	1st ,, females -	37	34	3	-	--	--
,, -	2nd ,, females -	27	25	1	1	8	12

Christmas Examination.—The results in the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1892 was 91·5, and of the females 262. At the end of two years' training 23 passed in the first and 16 in the second class. There were none in the third class, and no failures.

Out of the 86 candidates of both years 9 passed third class, the others being either first or second; 39 or 45·3 per cent. of all the candidates, passed in the first division.

COMMITTEE.

The members present were the Rev. Prof. Salmond, D.D., Rev. Pro Cameron, D.D., the Rev. W. M. Clow, B.D., Rev. G. Webster Thomson, M.A., Rev. F. K. Barry Hugh R. Souper, Esq., J. Lyall Grant, Esq., G. T. Harvey, Esq., Gray C. Fraser, Esq., secretary.

REPORT, *for the Year* 1894, *on* NEEDLEWORK, *in the* TRAINING COLLEGES *of* SCOTLAND, *by* THE HONOURABLE MRS. COLBORNE, DIRECTRESS OF NEEDLEWORK.

MY LORDS, 15th March 1895.

I HAVE the honour to submit my annual report on the needlework of the students attending the training colleges of Scotland, and of the candidates who took part in the Queen's Scholarship Examination of July 1894.

The number of students examined for certificates was 643, an increase of 87 on the figures of 1893. The average marks gained by them was 79·5, namely, 7 per cent. higher than in 1893. The test exercises showed marked improvement, they were generally carried out with care, and in a much more sensible manner than formerly. The cutting-out requirements of the needlework syllabus have often proved a stumbling-block in a student's path; but the difficulties they presented have apparently been overcome, and the *extraordinarily* shaped paper garments, which would have been unwearable by any *ordinary* human being, are nowadays conspicuous by their absence.

The work of the acting teachers (594) is still far from satisfactory; to earn 54·8 per cent. as an average mark shows a low standard of skill and knowledge; an advance has, however, been made in one branch of the subject, the pattern making was decidedly better.

The results of the Queen's Scholarship Examination (July 1894) were fairly good, but I greatly regret that a wider and more thorough knowledge of the fundamental principles (if I may so call them) of needlework is not acquired by pupil-teachers during their apprenticeship. Too much of the time they devote to needlework is, I fear, spent in the production of one or two elaborately finished garments instead of being given to learning how to cut out, put together, and sew neatly one or two useful garments, and I would strongly urge on all who are responsible for the needlework of pupil-teachers the desirability of drawing up a definite course of instruction for the pupil-teachers of each year, excluding from the schemes any garments or specimens which demand an expenditure of time disproportionate to the value of the exercises as aids to practical knowledge of needlework.

An earnest wish has been expressed that students during the second year of their college training should be relieved of a large portion of the needlework now required from them; such an alteration will, I trust, ere long be possible, but until candidates on admission into college show greater proficiency in the subject it will be most undesirable to omit from their syllabus so important a part of it as the making up of garments.

The special reports on the various training colleges, which I have the honour to submit to my Lords, bear testimony to the decided advance in teaching power made by the students during the last few

years. In some cases more practice in handling classes of children would be of value, and I trust that at no distant date much of the time which is now given to needlework (plain sewing, &c.) may be devoted by second year students to acquiring skill and readiness in teaching the homely but useful art of the needle.

I have the honour to be, &c.

RHODA E. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TRAINING COLLEGES.—SCOTLAND.

ABERDEEN CHURCH OF SCOTLAND.

2nd Year Students.

The oral examination of the students produced very satisfactory results. The cutting-out exercises at the certificate examination were well done, but the darns showed weakness.

1st Year Students.

The papers were well written, but the explanatory diagrams were poor. The test exercises generally earned good marks.

ABERDEEN FREE CHURCH.

2nd Year Students.

Excellent marks were gained by the students both at the oral and practical examinations; the darning exercises deserved special praise.

1st Year Students.

The work of the junior students, though not equal to that of the senior class, was very good, and their papers were carefully written and well illustrated.

EDINBURGH CHURCH OF SCOTLAND.

2nd Year Students.

The average marks gained at the examination in teaching were very satisfactory; the cutting-out exercises at the certificate examination were also very good, but some weakness was shown in the darning exercises.

1st Year Students.

Some of the papers on patching were excellent and the diagrams were good; the needlework exercises at the certificate examination did not reach an equally high standard.

EDINBURGH FREE CHURCH.

2nd Year Students.

A very marked improvement in the needlework and cutting-out exercises was observable at the Christmas examination, many of the paper patterns were excellent. The oral examination also produced very satisfactory results.

1st Year Students.

The theoretical papers were thoroughly good, and the test exercises deserved high marks.

EDINBURGH EPISCOPAL.

2nd Year Students.

The test exercises were in many cases excellent, both the patterns and darns were well done. A very satisfactory standard in teaching has also been attained by the students.

1st Year Students.

In the theory papers the subject matter was correct, but more methodical arrangement of facts should be aimed at. The test exercises at the certificate examination were satisfactory.

GLASGOW CHURCH OF SCOTLAND.

2nd Year Students.

Both the oral and practical examinations were satisfactory, but judged as a class the students were somewhat weak both in teaching power and in needle skill.

1st Year Students.

The needlework questions were well answered and were illustrated by good diagrams. The test exercises were worked with care.

GLASGOW FREE CHURCH.

2nd Year Students.

The results of the autumn and Christmas examinations were excellent. The paper patterns earned full marks; a few of the darning exercises showed weakness.

1st Year Students.

The test exercises at Christmas were not satisfactory. The majority of the papers on theory were excellent; they were methodically arranged and clearly expressed.

REPORT, *for the Year* 1894, *by* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *in the* TRAINING COLLEGES *of* SCOTLAND.

MY LORDS,

I HAVE the honour to present my report on music in training colleges for the past year. I am glad to hear that in several colleges it has been noticed that the number of those who enter without any knowledge of music is gradually decreasing. This is due, no doubt, partly to the fact that students are beginning to realise more fully its importance to them in their after career, and partly to the increased influence and wider spread of musical education in Scotland generally.

The annexed reports, whilst calling no special attention to the general results of the examination of individuals, show clearly that the beneficial effect of choral-class singing is now thoroughly appreciated. In several colleges my assistant (Mr. McNaught) and I were much struck by the excellence of the performances, and it was easy to see that the musical taste and artistic faculties of the students had received a valuable stimulus from this portion of the studies.

I have the honour to be, &c.

JOHN STAINER.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

ABERDEEN (CHURCH OF SCOTLAND).—The individual examination, both of the men and women, proved that the high class of teaching, for which this college has been praised in my reports, is still maintained. The individual work was very even and good; and those who started in a backward state had been brought up to a fair standard. The concert given by the students was full of interest, the somewhat extensive programme included Schubert's quartet *The Lord is my Shepherd*, admirably sung by the senior and junior female students combined, a part-song by Mendelssohn for men's voices, very creditably sung, considering that nature had endowed few of the male students with good voices, Hoffmann's cantata *The Legend of Oriella*, sung very brightly by the junior female students, and Glover's *Gipsy Chorus*, which was rendered with much spirit. Some songs of the best type were admirably sung by some of the senior students, and many piano solos, and other pieces for 6, 8, and 12 hands completed a most satisfactory programme. It is only fair to say with regard to the music in this college, that not only are the students thoroughly grounded in their school [illegible] being made "old-notationists" as well as tonic-solfaists, but they catch from their excellent teacher a genuine musical enthusiasm, and receive from the musical atmosphere which surrounds them a definite amount of musical culture.

ABERDEEN (FREE CHURCH).

Mr. McNaught reports:—

"The sight singing, ear work and beating were satisfactory. The six-eight time tests were not done so well as they might have been, and the selection of songs was not as a whole good. The part singing was most commendable and would have sounded even better in a larger room. The [illegible]

choruses from Mendelssohn's setting of the Psalm, *O come let us worship*. The junior students seemed to be a promising set."

EDINBURGH (CHURCH OF SCOTLAND).—The men did not come up to a high standard. The reading and beating of the time-tests were almost without exception very unsatisfactory; intervals were rarely correctly attacked; and ear-tests were generally answered by guesses. As there seemed to be some special reason for this state of things, I and Mr. McNaught had some conversation on the subject with the rector and teachers of music. As a set-off against the failure of the individual examination of the men, the choral singing of the men and women combined was exceptionally good; the programme included the *Bridal Chorus* from *Lohengrin*, and the second act of Gluck's opera *Orpheus*, everything was sung with great taste, and good attack, and in the most difficult passages the pitch was admirably maintained.

The careful training of the female students as pianists, which has been referred to in my former reports, is still carried on under the experienced tutors of the college. Amongst other pieces, played simultaneously by several pianists or sets of pianists, was the *Caprice Concertante* for 16 performers on eight instruments, rendered with great taste and good execution.

Mr. McNaught, who examined the female students, reports as follows:—

"I found the female students very well prepared for the examination. The sight singing was often surprisingly fluent, and the songs were most carefully sung. The ear tests were also answered satisfactorily. It is evident that the causes which have led to the comparative failure of the men do not obtain on this side of the college. As the teachers are the same for both colleges, there must be some special circumstances that account for the backwardness of the male students. The concerted pianoforte playing of the female students was again one of the most interesting features of the work of this important college. In view of the fact that the economical and educational advantages of class instruction in pianoforte playing are year by year demonstrated by the success of these classes, it is a matter for surprise that the plan is not widely adopted elsewhere. The choral performances of the students deserve special mention. It was a highly creditable achievement to perform an act of a classic opera."

EDINBURGH (EPISCOPAL).

Mr. McNaught reports:—

"The sight singing was good but somewhat slow. The answers to ear tests were satisfactory, but the six-eight time was not done well. As the natural capacity of many of the students was rather poor, I fear the experienced teacher of this college must have found the teaching exceptionally hard. The part singing was especially good. Schubert's Serenade for female voices was beautifully sung. The first year students sang a selection of part-songs and glees with much taste and good tone."

EDINBURGH (FREE CHURCH).—The examination was highly satisfactory, and had it not been for a few men who were not naturally musical, or whose early training had been neglected, a better average of marks would have been obtained. But the care with which all had been prepared was very evident, and the less gifted ones did all that could reasonably be expected of them. No branch of work showed weakness; all were up to the same level. The female students I examined were above the average in general ability. The choral classes gave a programme of part songs, madrigals, and choruses, all of which were most creditably performed; the rendering of Benet's *Come, Shepherds follow me*, and of Walmisley's *Sweete Flowers* deserved special mention. At the close of the examination I met the committee and expressed my great satisfaction at the result.

Mr. McNaught reports :—

"The results were most satisfactory. I was most struck with the careful preparation of the songs. The experienced teacher of this college had, it appeared, taken special pains over this point. The influence of such teaching must be very beneficial and widespread."

GLASGOW (CHURCH OF SCOTLAND).—The individual examination showed very good results. I noticed, however, a little weakness in the six-eight time tests, and the ear-tests were not answered smartly as a rule. The senior choral class rendered the Cantata *Spring's Message* by Niels Gade quite charmingly; the tone was pure and good, the pitch and the attack excellent, and the expression admirable. I have rarely, if ever, heard a better piece of singing in a training college. The juniors (men and women) seemed to be a most promising set; they sang Callcott's *In the Lonely Vale of Streams*, and two choruses by Sullivan, very well indeed.

Mr. McNaught reports :—

"The individual work was much better prepared than I have previously found it in this college. Ear exercises had been specially studied. Some of the students, whose natural capacity was slight, had evidently worked with commendable earnestness. The songs were good, but some were rather ambitious considering the vocal gifts of the weaker students. A student may gain something by studying a song not much beyond his powers, but he gains nothing by trying to execute a song altogether too difficult for him. The choral performance was remarkably good. Gade's *Spring's Message* was sung daintily and charmingly in perfect tune and with delicate expression."

GLASGOW (FREE CHURCH).—I examined the whole of the male students and a portion of the female students of this college. The men showed a little weakness in reading the six-eight time-tests, but in all other respects I was quite satisfied. The selection of songs was irreproachable, and I was much pleased with the genuine feeling with which most of them were rendered. Some of the students sang them to their original French or German words. I should be glad if this were more common in training colleges; vocal music is always better allied to the words to which it was first set than to a translation of them, and from another point of view the students will be gainers, the sustained sounds of music will be found to demand a pure pronunciation which will certainly leave its mark on ordinary conversation. The female students were not deficient in any branch of their work, and I could give them nothing but unqualified praise.

The choral classes sang separately a selection of part-songs, choruses, and anthems, always correctly and in good taste.

At the close of the examination Mr. McNaught and I met the committee and reported the results to them. This college has had to lament the loss of its old and experienced teacher Mr. Miller, who brought the students under him to a high state of musical efficiency, and who was much respected both in his private and public capacities. It is, however, satisfactory to know that the present examination proves that the committee have succeeded in finding a worthy successor to their late teacher.

Mr. McNaught reports :—

"It was soon clear that the new teacher had thoroughly grasped the situation, and had brought not only skill and experience to bear upon his work but moral force that controls. Of the individual examination there is nothing to say beyond that the results were good in every particular. Rather too much part music had been got up (24 part-songs and choruses were submitted), but the preparation of it had not interfered with the other work."

CERTIFICATE EXAMINATION, 1894.

TABLE showing the AVERAGE NUMBER of MARKS obtained by STUDENTS of the SECOND YEAR in PRACTICAL SKILL in MUSIC.

MALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	26	37
„ Free Church - -	28	44
Glasgow, Church of Scotland - -	26	46
„ Free Church - - -	30	45
Aberdeen, Church of Scotland - -	8	37
„ Free Church - -	12	41
Total - - -	130	43

FEMALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	52	46
„ Free Church - -	42	46
„ Episcopal - - -	29	46
Glasgow, Church of Scotland - -	54	43
„ Free Church - - -	43	45
Aberdeen, Church of Scotland - -	29	45
„ Free Church - -	27	44
Total - - -	276	45

* The maximum number being 50.

List of Training Colleges under Inspection in Scotland.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh (Church of Scotland), Johnston Terrace, Castle Hill.	S. S. Laurie, Esq., 16, Chambers Street, Edinburgh.
Edinburgh (Free Church), Moray House	J. Watt, Esq., Free Church Educational Committee, Edinburgh.
Glasgow (Church of Scotland), Dundas Vale.	S. S. Laurie, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow (Free Church) - -	A. S. Bayne, Esq., Free Church Training College, Glasgow.
Aberdeen (Church of Scotland) -	Messrs. Simpson & Crugden, 13, Bridge Street, Aberdeen.
Aberdeen (Free Church) - -	G. C. Fraser, Esq., Free Church Training College, Charlotte Street, Aberdeen.
For Mistresses only.	
Edinburgh (Scot. Epis.), Dalry House -	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow (Roman Catholic) -	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

STATISTICS FOR THE YEAR 1894.

TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE in 1894; and NUMBER of STUDENTS in 1895.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1894			Number of Students in 1895					
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.	Expenditure in 1894.	Admitted.			Accommodation for		
							Male.	Female.	Total.	Male.	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of Scotland -	14,079 7 10	11,847 8 0	26,546 15 10	15,022 4 11	3,058 2 3	18,080 7 1	123	321	444	—		—*
Free Church - - -	14,467 18 6	7,492 10 0	21,960 8 6	15,211 19 5	2,678 6 10	17,890 6 3	142	328	470	—	—	—*
Episcopal - - - -	- - - -	- - - -	- - - -	1,792 15 0	715 2 [illegible]	2,507 17 [illegible]	—	58	58	—	80	60
Roman Catholic Church	- - - -	- - - -	- - - -	- - - -	- - - -	- - - -	—	23	23	—	—	—
Total - -	29,167 6 4	19,339 18 0	48,507 4 4	[illegible]	7,201 11 1	39,248 10 4	265	730	995	—	—	—

* The statements of these Colleges are not separated, but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh, part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, those Colleges.

(No. 2.)

Table showing Number of Officers, Students, &c.

Training College.	Number of Officers.		Number of Students in training, February 1894.			Number who quitted College at end of 1894.	Number of new Admissions in 1895.	Number of Students in training, February 1895.			Accommodation for.	Passed for.
	In College (including Principal).	In Practising School.*	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
Church of Scotland at — Aberdeen, *Male*	11	—	16	—	16	10	7	13	—	13	†	443
Church of Scotland at — Aberdeen, *Female*			76	—	76	29	32	79	—	79	†	
Church of Scotland at — Edinburgh, *Male*	12	—	56	—	56	29	26	53	—	53	†	
Church of Scotland at — Edinburgh, *Female*			110	—	110	52	55	113	—	113	†	
Church of Scotland at — Glasgow, *Male*	12	—	62	—	62	27	22	57	—	57	†	
Church of Scotland at — Glasgow, *Female*			123	—	123	55	61	129	—	129	†	
Free Church of Scotland, at — Aberdeen, *Male*	11	—	22	—	22	12	8	18	—	18	†	442
Free Church of Scotland, at — Aberdeen, *Female*			65	—	65	27	31	69	—	69	†	
Free Church of Scotland, at — Edinburgh, *Male*	12	—	65	—	65	30	30	65	—	65	†	
Free Church of Scotland, at — Edinburgh, *Female*			102	—	102	42	50	110	—	110	†	
Free Church of Scotland, at — Glasgow, *Male*	11	1	60	—	60	31	30	59	—	59	†	
Free Church of Scotland, at — Glasgow, *Female*			123	—	123	44	70	149	—	149	†	
Episcopal Church in Scotland, at Edinburgh, *Female*	9	1	59	—	59	30	29	58	—	58	60	60
Roman Catholic Church in Scotland, at Glasgow, *Female*	7	—	—	—	—	—	23	23	—	23	—	50
Total	85	2	939	—	939	418	474	995	—	995	60	995

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

† The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh, part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts											
	1. Grants from Committee of Council on Education.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations—	
	a. Under Revised Code.	b. From Science and Art Department.	a. Inalienable from the College by Law.	b. Alienable from the College at Discretion.	a. From Individuals.	b. From Bodies and Public Boards and other Corporate Bodies.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	2,653 19 11	148 12 6	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	5,727 9 9	293 0 0	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow	5,906 17 8	293 5 0	- - -	- - -	- - -	- - -
FREE CHURCH OF SCOTLAND at Aberdeen	2,988 14 7	161 10 0	- - -	- - -	- - -	34 19 9
FREE CHURCH OF SCOTLAND at Edinburgh	5,530 8 11	311 7 6	- - -	- - -	- - -	137 8 11
FREE CHURCH OF SCOTLAND at Glasgow	5,863 0 11	356 17 6	- - -	- - -	- - -	113 15 3
EPISCOPAL CHURCH at Edinburgh	1,730 10 0	50 5 0	- - -	- - -	143 10 6	40 0 0
Total	*30,407 1 9	1,619 17 6	- - -	- - -	143 16 6	326 3 11

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed, audited and 1st of September (Art. 90 *a*), and the balance as soon as possible after the close of the year (Art. 90 *c*).

Paid in 1894.

Grant for 1893	£7,439 1 9
,, 1894	23,000 0 0
Total	30,407 1 9

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amounts								
	1. Salaries of Teachers or Officers classed in Discipline.	1. University Fees.	2. Books, Apparatus and Scientific Instruments.	3. Printing, Postages, and other Office Charges.	4. Board	5. Washing (if not included under any other Head).	6. Wages of Servants (not charged in Instruction or Discipline).	7. Fuel and Light.	8. Medical Attendance.	9. Repairs (cost of Furniture and Repairs to Buildings).
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	1,720 5 6	82 1 0	268 10 0	142 10 0	859 8 10	42 17 4	104 13 0	77 10 1	22 13 1	60 14 4
CHURCH OF SCOTLAND at Edinburgh	3,621 11 0	337 10 0	591 19 3	220 3 3	2,051 19 10	82 11 2	268 19 3	145 14 5	49 13 2	221 6 3
CHURCH OF SCOTLAND at Glasgow	2,550 5 2	369 12 0	685 12 1	185 4 4	2,053 17 11	47 17 4	115 12 9	115 12 8	51 12 4	94 0 1
FREE CHURCH at Aberdeen	1,720 12 5	81 18 0	271 2 1	104 15 5	930 0 0	- - -	67 10 0	29 10 2	12 12 0	36 19 5
FREE CHURCH at Edinburgh	3,743 12 6	298 19 0	637 6 0	119 18 9	2,370 14 1	40 4 2	198 3 10	93 14 2	45 17 9	130 16 9
FREE CHURCH at Glasgow	3,034 4 6	408 9 0	590 10 5	100 19 7	1,891 0 0	- - -	130 15 5	43 0 0	15 0 0	232 9 2
EPISCOPAL CHURCH at Edinburgh	995 8 0	- - -	198 6 9	66 17 1	624 0 0	- - -	80 9 1	31 12 1	33 3 1	130 9 0
Total	17,385 17 10	1,575 9 0	3,353 7 4	1,030 8 6	10,581 10 8	213 10 0	972 3 3	576 14 4	228 16 7	1,106 15 0

* The amounts entered in Columns 2 are not actual payments by the colleges. They represent that part of the cost of maintenance the balances entered under Nos. 4, 5, and 6 thereof towards the cost, under special arrangement stated in Report of Committee of Council

Training Colleges, in the Year ended 31st December 1894.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
679 8 0	- - -	- - -	- - -	- - -	128 0 0	40 0 0	3,650 0 5
1,578 17 0	- - -	- - -	- - -	- - -	299 16 6	4 2 5	7,903 5 8
1,271 18 6	- - -	48 1 0	- - -	- - -	64 19 8	166 13 8	7,750 15 6
299 18 6	- - -	- - -	- - -	- - -	197 5 9	12 3 9	3,694 12 4
1,014 13 0	- - -	70 0 0	- - -	- - -	391 12 4	- - -	7,455 10 8
487 16 0	- - -	107 13 6	- - -	- - -	313 3 5	17 11 9	7,259 18 4
422 5 0	- - -	- - -	- - -	- - -	161 17 4	4 3 8	2,564 17 6
5,754 16 0	- - -	225 14 6	- - -	- - -	1,556 15 0	44 15 3	40,279 0 5

and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the 1st of March, 1st of June

Grant *for* 1894.

Paid in 1894	£23,988 0 0
,, 1895	6,457 2 7
Total	£30,445 2 7

Training Colleges, in the Year ended 31st December 1894—*continued.*

actually disbursed during the Year).

10. Rent, Rates, Taxes, and Insurance.	11. Practising School Fees.	12. See Footnote.*	13. Total Cost of Training.	14. Deduct Grants paid by Science and Art Department.	15. Certified Expenditure Art. 89(*a*).	16. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			17. Total Expenditure of College.
						Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
288 8 7	160 0 0	427 0 0	4,249 10 6	148 12 6	4,100 18 0	- - -	- - -	82 0 9	3,904 11 3
497 11 0	314 0 0	620 10 0	8,023 8 4	293 0 0	7,730 8 4	6 0 0	72 18 0	210 13 11	7,692 10 3
386 8 11	320 0 0	884 8 0	7,860 8 7	292 5 0	7,568 3 7	- - -	15 15 0	191 10 0	7,183 5 7
319 14 6	160 0 0	562 0 0	4,186 13 10	161 10 0	4,025 3 10	- - -	- - -	48 3 3	3,672 17 1
72 6 5	320 0 0	627 10 0	7,691 3 11	311 7 6	7,379 16 5	- - -	7 16 6	120 4 7	7,191 15 0
85 17 10	320 0 0	1,189 0 0	8,041 6 5	356 17 6	7,684 8 11	- - -	10 10 0	162 17 9	7,025 14 2
105 11 1	118 0 0	- - -	2,412 7 0	56 5 0	2,356 2 0	149 0 0	- - -	6 10 0	2,567 17 0
1,655 18 4	1,712 0 0	4,310 8 0	42,464 18 7	1,619 17 6	40,845 1 1	155 0 0	106 19 6	822 0 3	39,238 10 4

which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and lodging of the Students and Education, 1864-5, p. 31, and note at foot of Table 1.

(No. 4.)—Table showing how much of the Cost of a Student in each Training College was owing to Tuition, Keep, and General Expenditure in 1894.

Training College.	Number of Students	Actual Amount of Expenditure under Three Heads, and in the Aggregate.				Average Annual Cost per Student under these Heads, and in the Aggregate.			
		Salaries and other Expenses of Instruction (Class Subjects, Practice, &c.) I.	Board, Rent, and other Expenses of Keep II.	Maintenance, Repairs, Insurance, Office Charges, &c. III.	Total.	I.	II.	III.	Total
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Free Church Training Colleges	Edinburgh (Free Church)	59	1,233 15 6	815 14 4	362 17 2	2,412 7 0	21 18 7	13 16 6	5 2 8	40 17 9
Free and Mortmain Training Colleges	Moray House (Church of Scotland)	81	2,226 14 6	1,554 2 8	491 13 4	4,249 10 6	27 15 11	19 3 7	6 2 11	53 2 5
	Aberdeen (Free Church)	81	2,208 12 6	1,601 12 2	561 19 2	4,186 13 10	27 15 11	20 0 5	4 10 4	52 6 8
	Edinburgh (Church of Scotland)	157	3,876 [illegible] 3	3,219 7 9	539 [illegible] 4	8,023 8 4	24 12 4	20 10 1	5 19 8	51 2 1
	Edinburgh (Free Church)	165	3,918 18 0	3,174 4 0	598 1 11	7,691 3 11	24 19 3	19 16 9	3 5 5	48 1 5
	Glasgow (Church of Scotland)	159	3,928 9 6	3,269 6 0	662 13 4	7,860 8 7	24 13 9	20 11 3	4 3 9	49 8 9
	Glasgow (Free Church)	167	4,353 3 11	3,268 15 11	419 9 [illegible]	8,041 6 5	27 4 2	20 8 [illegible]	2 12 5	50 5 2
		869	[illegible] 15 1	16,883 2 10	3,703 1 10	42,464 18 7	25 11 9	19 14 11	4 6 8	49 13 4

* Exclusive of Contributions in Science and Art subjects for which grants are made by the Science and Art Department: (*see* column 1 of Income and column 14 of Expenditure Table No. 4).

(No. 5A.)—SUMMARY of RESULTS of EXAMINATION of CANDIDATES for ADMISSION into TRAINING COLLEGES, and for the OFFICE of TEACHER, under ARTICLES 60 and 79 of the SCOTCH CODE.

MIDSUMMER 1894.

MALES.

	Pupil Teachers.	Non-pupil Teachers.	Total.
Passed :—1st Class - - -	44	2	46
2nd Class - - -	68	5	73
3rd Class - - -	70	0	70
Total :—Passed - - -	182	7	189
Failed - - -	50	10	60
Total presented - - -	232	17	249

FEMALES.

Passed :—1st Class - - -	181	1	182
2nd Class - - -	311	18	329
3rd Class - - -	294	16	310
Total :—Passed - - -	786	35	821
Failed - - -	177	20	197
Total presented - - -	963	55	1,018

(No. 5B.)—RESULTS of EXAMINATION of CANDIDATES for ADMISSION into TRAINING COLLEGES, and for the OFFICE of TEACHER, under ARTICLES 60 and 79 of the SCOTCH CODE.

DECEMBER, 1894.

MALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed:—1st Class	22	—	22
2nd Class	62	2	64
3rd Class	41	4	45
Total—Passed	125	6	131
Failed	15	5	20
Total presented	140	11	151

FEMALES.

Passed—1st Class	143	6	149
2nd Class	242	10	252
3rd Class	148	15	163
Total—Passed	533	31	564
Failed	66	19	85
Total presented	599	50	649

(No. 6.)—Summary of Results of Examination of Students in Training Colleges. Christmas, 1894.

Males.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.
Edinburgh, Church of Scotland	*28	15	6	7	—	27	12	13	2	—
„ Free Church	29	13	15	1	—	34	16	13	4	1
Glasgow, Church of Scotland	28	15	10	3	—	33	27	6	—	—
„ Free Church	31	19	12	—	—	29	16	12	—	1
Aberdeen, Church of Scotland	10	5	5	—	—	6	5	—	1	—
„ Free Church	12	8	4	—	—	10	3	7	—	—
Total	138	75	52	11	—	139	79	51	7	2

Females.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.	Number presented for Examination.	Passed. 1st Division.	Passed. 2nd Division.	Passed. 3rd Division.	Failed.
Edinburgh, Church of Scotland	50	15	32	3	—	57	12	36	9	—
„ Free Church	40	30	10	—	—	57	18	33	6	—
„ Episcopal	30	14	14	2	—	29	2	21	6	—
Glasgow, Church of Scotland	*†54	20	32	2	—	68	15	46	7	—
„ Free Church	‡43	34	8	—	—	77	32	40	5	—
Aberdeen, Church of Scotland	28	20	7	1	—	47	6	22	19	—
„ Free Church	27	15	12	—	—	37	13	15	9	—
Total	272	148	115	8	—	372	98	213	61	

* Including one student of the second year in 1893.
† Including one student of the first year in 1892.
‡ Including one student convicted of copying.

(No. 7.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Per-centage of Marks obtained in each Subject.

Male Students of the Second Year.

Training College.	No. examd.	Alge-bra, Mens-ura-tion, and Arith-metic.	Compo-sition.	English	* Geo-graphy and Physio-graphy.	Geo-metry.	* His-tory.	Music.	Pen-man-ship.	Politi-cal Eco-nomy.	Read-ing and Repe-tition.	School Man-age-ment.	Teach-ing.	Spelling: No. of Candi-dates who made No Mis-take in Dictation.	Spelling: No. of Candi-dates who made more than Three Mistakes in Dictation.
EDINBURGH, Church of Scotland	28	33†	71	79	69	49*	64	78	79	67	78	54**	76	24	3
,, Free Church	29	46‡	72‡	68‡	67	52‡	69	87	80	75	83	67††	74	21	4
GLASGOW, Church of Scotland	28	51§	69¶	67¶	73	55§	68	89	79	66	82	62	76	18	7
,, Free Church	31	47	69‡	69‡	69	65	66	89	81	72	82	75	76	22	7
ABERDEEN, Church of Scotland	10	41‡	70¶	69¶	69	61‡	65	77	79	77	86	68‡‡	78	7	2
,, Free Church	12	41‖	69	71	68	56	65	84	76	77	86	81	78	6	3
TOTAL	138	45	70	69	69	57	65	85	79	71	82	69	76	98	26

* Only a part of the Second Year Students were examined in these subjects, but the marks of those who passed at the Voluntary Examination or at the end of their First Year, have been included in these results.

† Excluding 12 University Students.
‡ Excluding 14 University Students.
§ Excluding 16 University Students.
¶ Excluding 4 University Students.
‖ Excluding 1 University Student.
** Excluding 17 University Students.
†† Excluding 5 University Students.
‡‡ Excluding 2 University Students.

(No. 7.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Male Students of the Second Year—*continued.*

Training College.	Languages.						Science. VI*a*.				VI*b*.			
							Theoretical Mechanics (Solids).				Theoretical Mechanics (Fluids).			
	Latin.		Greek.		French.		Advanced.		Elementary.		Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland -	13	42	6	57	15	59	—	—	2	60	—	—	—	—
„ Free Church - -	14	56	6	60	12	61	3	52	3	61	—	—	—	—
GLASGOW, Church of Scotland - -	26	55	—	—	—	—	21	51	7	59	—	—	7	60
„ Free Church - - -	22	58	—	—	—	—	27	41	4	58	—	—	—	—
ABERDEEN, Church of Scotland - -	9	58	3	61	7	67	—	—	—	—	2	64	5	53
„ Free Church - - -	9	58	2	60	9	63	—	—	—	—	—	—	—	—
TOTAL - - - -	93	55	17	59	43	62	51	46	16	59	2	64	12	7

(No. 7.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Male Students of the Second Year—*continued.*

Training College.	Science. VIII. Sound, Light and Heat. Elementary.		VIIIa. Sound. Advanced.		VIIIc. Heat. Advanced.		XIV. Human Physiology. Advanced.				XXIII. Physiography. Advanced.				XXIV. Agriculture. Advanced.	
									Elementary.				Elementary.			
	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[2].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	27	47	—	—	—	—	25	71	2	78	—	—
,, Free Church	1	41	28	69	—	—	—	—	—	—	22	70	4	67	—	—
GLASGOW, Church of Scotland	—	—	—	—	—	—	—	—	—	—	26	78	2	85	—	—
,, Free Church	—	—	—	—	—	—	—	—	—	—	31	81	—	—	—	—
ABERDEEN, Church of Scotland	—	—	—	—	—	—	6	27	3	61	3	77	6	91	—	—
,, Free Church	—	—	—	—	—	—	—	—	—	—	11	73	1	78	12	63
TOTAL	1	41	28	69	27	47	6	27	3	61	118	75	15	81	12	63

(No. 8.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Per-centage of Marks obtained in each Subject.

Male Students of the First Year.

Training College.	No. exam^{d}.	Algebra and Mensuration.	Arithmetic.	Mental Arithmetic.	Composition.	English.	* Geography and Physiography.	Geometry.	* History.	Music.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland -	27	82†	89	62	70**	67**	69	83†	70	94	78	79	61	17	10
„ Free Church - -	34	73‖	86	66	76¶	65¶	70	76‖	68	96	81	79	58	22	8
GLASGOW, Church of Scotland - -	33	73‡	92	65	72	75	70	81‡	75	97	79	79	62	25	8
„ Free Church - - -	29	72††	87	60	70	71	69	84††	73	95	86	79	58	20	4
ABERDEEN, Church of Scotland - -	6	70††	82	49	74	62	69	71††	71	89	80	81	65**	5	1
„ Free Church - - -	10	76§	84	66	72§	67§	68	73§	57	94	76	83	56	9	—
TOTAL - - - - -	139	75	88	63	72	69	70	80	71	95	81	80	60	98	31

* Only a portion of the First year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results.

† Excluding 10 University Students. ‡ Excluding 13 University Students. § Excluding 1 University Student. ¶ Excluding 2 University Students.

‖ „ 6 „ „ †† „ 5 „ „ ** „ 4 „ „

(No. 8)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Male Students of the First Year—*continued.*

Training College.	Languages.								Science. VI.A.			
									Theoretical Mechanics (Solids).			
	Latin.		Greek.		German.		French.		Advanced.		Elementary.	
	No. exam'd.	Per-centage of Marks.	No. exam'd.	Per-centage of Marks.	No. exam'd.	Per-centage of Marks.	No. exam'd.	Per-centage of Marks.	No. exam'd.	Per-centage of Marks.	No. exam'd.	Per-centage of Marks.
EDINBURGH, Church of Scotland	15	54	2	54	—	—	25	60	—	—	—	—
„ Free Church	14	62	7	51	—	—	22	55	—	—	12	70
GLASGOW, Church of Scotland	19	63	11	73	—	—	—	—	1	48	33	70
„ Free Church	20	58	1	69	—	—	4	70	—	—	29	64
ABERDEEN, Church of Scotland	2	69	1	71	—	—	5	76	—	—	—	—
„ Free Church	8	24	—	—	—	—	9	54	—	—	—	—
TOTAL	78	56	22	64	—	—	65	59	1	46	74	84

(No. 8.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

MALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Science. VIB. Theoretical Mechanics (Fluids). Elementary.		VIII. Sound, Light and Heat. Elementary.		XIV. Human Physiology. Advanced.		XIV. Human Physiology. Elementary.		XXIII. Physiography. Advanced.		XXIII. Physiography. Elementary.		XXIV. Agriculture. Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	—	—	—	—	4	82	23	76	—	—
„ Free Church	—	—	33	49	—	—	—	—	—	—	24	79	—	—
GLASGOW Church of Scotland	33	60	—	—	—	—	—	—	2	86	32	81	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	29	84	—	—
ABERDEEN, Church of Scotland	—	—	—	—	1	7	5	53	5	72	1	77	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	10	82	10	68
TOTAL	33	60	33	49	1	7	5	53	11	78	119	81	10	68

(No. 9.)—Tabulated Results of Examination for Certificates, Christmas, 1891.

Per-centage of Marks obtained in each Subject.

Female Students of the Second Year.

Training College.	No. exam'd.	Arithmetic and Algebra.	Composition.	Domestic Economy.	English.	* Geography and Physiography.	* History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland	59	62	68	80	60	60	72	80	75	79	81	64	79	41	7
,, Free Church	40	82	74	86	71	69	78	90	85	79	84	74	78	28	11
,, Episcopal	30	77	71	77	65	67	68	80	82	70	86	70	76	18	8
GLASGOW, Church of Scotland	54	68	69	83	68	63	70	83	76	70	83	66	75	30	11
,, Free Church	42	74	72	88	67	64	71	91	85	81	84	78	78	29	10
ABERDEEN, Church of Scotland	28	66	69	89	59	64	72	87	75	83	86	70	83	25	3
,, Free Church	27	72	66	77	71	66	72	86	86	81	85	73	79	19	6
TOTAL	271	71	70	83	66	66	72	83	80	80	84	69	78	197	53

* Only a portion of the Second Year Students were examined in these subjects, but the marks of those who passed at the Admission Examination, or at the end of their first year, have been included in these results.

(No. 9.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

FEMALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.		Science.							
			XIV.		XXIII.					
	French.		Human Physiology.		Physiography,					
			Elementary.		Honours.		Advanced.		Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland -	50	61	—	—	—	—	48	64	3	68
„ Free Church - -	40	66	—	—	5	41	29	76	6	73
„ Episcopal - - -	30	50	—	—	—	—	17	67	13	63
GLASGOW, Church of Scotland - -	54	57	—	—	—	—	37	75	15	78
„ Free Church - -	42	64	—	—	—	—	41	73	2	83
ABERDEEN, Church of Scotland -	28	69	28	49	—	—	17	64	11	77
„ Free Church - - -	27	61	—	—	—	—	21	62	6	63
TOTAL - - - -	271	61	28	49	5	41	210	69	56	72

(No. 10.) Tabulated Results of Examination for Certificates, Christmas, 1894.

Per-centage of marks obtained in each Subject.

Female Students of the First Year.

Training College.	No. exam'd	Arithmetic and Algebra	Mental Arithmetic	Composition	Domestic Economy.	English.	Geography and Physiography.	History	Music.	Needlework.	Penmanship.	Reading and Rejection.	School Management	Spelling. No. of Candidates who made No Mistake in Dictation.	Spelling. No. of Candidates who made more than One Mistake in Dictation.
EDINBURGH, Church of Scotland	57	69	61	67*	78	69†	71	73	96	75	79	83	79	38	15
,, Free Church	37	71	67	69‡	78	68‡	71	76	97	83	79	83	79§	40	11
,, Episcopal	20	65	64	61*	76	69†	72	71	97	81	79	80	77	14	9
GLASGOW, Church of Scotland	68	64	51	65	85	70	74	71	93	72	81	82	76	53	8
,, Free Church	57	69	58	64	84	75	71	76	96	89	77	83	80	48	25
ABERDEEN, Church of Scotland	47	62	58	57‡	78	63‡	62	73	93	70	78	81	77§	32	14
,, Free Church	37	64	65	70	77	72	71	76	95	82	80	84	79	28	8
TOTAL	372	67	61	65	80	70	71	74	95	79	79	82	78	253	90

* Only a portion of the First Year Students were examined in these subjects, but the marks of those were passed at the Admission Examination have been accepted as those results. † Excluding one University Student. ‡ Excluding two University Students. § Excluding three University Students.

(No. 10.)—Tabulated Results of Examination for Certificates—Christmas, 1894.

FEMALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Languages.				Science. XIV.		XXIII.			
	Latin.		French.		Human Physiology.		Physiography.			
					Elementary.		Advanced.		Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland	1	58	57	66	—	—	—	—	57	76
„ Free Church	—	—	57	70	—	—	22	67	36	76
„ Episcopal	—	—	29	56	—	—	—	—	29	69
GLASGOW, Church of Scotland	—	—	68	70	—	—	2	77	62	63
„ Free Church	—	—	76	72	—	—	—	—	77	83
ABERDEEN, Church of Scotland	—	—	47	71	47	48	—	—	—	—
„ Free Church	—	—	37	67	—	—	—	—	37	76
TOTAL	1	58	371	68	47	48	24	68	298	74

(No. 11.)—Results of Examination in Science of Training College Students.

Males.

Training College.	Total No. of Students examined for Certificates.	VIa. Theoretical Mechanics (Solids).								VIb. Theoretical Mechanics (Fluids).							
		Advanced.				Elementary.				Advanced.				Elementary.			
		No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.
EDINBURGH, Church of Scotland	55	—	—	—	—	2	1	1	—	—	—	—		—	—	—	—
„ Free Church	63	3	1	2	—	15	13	2	—	—	—	—	—	—	—	—	—
GLASGOW, Church of Scotland	61	22	5	16	1	40	31	8	1	—	—	—	—	40	22	15	3
„ Free Church	60	27	2	20	5	33	22	9	2	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	16	—	—	—	—	—	—	—	—	2	1	1	—	5	1	4	—
„ Free Church	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	277	52	8	38	6	90	67	20	3	2	1	1	—	45	23	19	3

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	VIII. Sound, Light and Heat.				VIIIa. Sound.				VIIIc. Heat.			
		Elementary.				Advanced.				Advanced.			
		No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	1st.	2nd.	Fail.
EDINBURGH, Church of Scotland	55	—	—	—	—	—	—	—	—	27	4	22	1
„ Free Church	63	34	10	20	4	28	22	6	—	—	—	—	—
GLASGOW, Church of Scotland	61	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	60	—	—	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	16	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	22	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	277	34	10	20	4	28	22	6	—	27	4	22	1

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for certificates.	XIV. Human Physiology.								XXIII. Physiography.			
		Advanced.				Elementary.				Advanced			
		No.	1st.	2nd.	Fail	No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.
EDINBURGH Church of Scotland	85	—	—	—	—	—	—	—	—	20	23	6	—
,, Free Church	63	—	—	—	—	—	—	—	—	22	18	3	1
GLASGOW, Church of Scotland	61	—	—	—	—	—	—	—	—	28	26	2	—
,, Free Church	60	—	—	—	—	—	—	—	—	31	31	—	—
ABERDEEN, Church of Scotland	16	7	—	2	5	8	7	—	1	8	7	—	1
,, Free Church	22	—	—	—	—	—	—	—	—	11	10	1	—
TOTAL	277	7	—	2	5	8	7	—	1	129	115	12	

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	XXIII. Physiography. Elementary. No.	Pass.	Fair.	Fail.	XXIV. Agriculture. Advanced. No.	1st.	2nd.	Fail.	Elementary. No.	Pass.	Fair.	Fail.
EDINBURGH, Church of Scotland -	55	25	24	1	—	—	—	—	—	—	—	—	—
„ Free Church - -	63	28	27	1	—	—	—	—	—	—	—	—	—
GLASGOW, Church of Scotland - -	61	34	33	1	—	—	—	—	—	—	—	—	—
„ Free Church - - -	60	29	29	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland -	16	7	7	—	—	—	—	—	—	—	—	—	—
„ Free Church - -	22	11	11	—	—	12	5	6	1	10	6	4	—
TOTAL - - - -	277	134	131	3	—	12	5	6	1	10	6	4	—

(No. 12.)—Results of Examination in Science of Training College Students—*continued.*

FEMALES

Training College.	Total No. of students examined for certificates.	XIV. Human Physiology. Elementary.				XXIII. Physiography. Honours.				Advanced.				Elementary.			
		No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.
EDINBURGH, Church of Scotland	107	—	—	—	—	—	—	—	—	48	23	24	1	60	54	6	—
„ Free Church	97	—	—	—	—	—	—	—	—	51	30	12	—	42	42	—	—
„ Episcopal	59	—	—	—	—	—	—	—	—	17	8	9	—	42	30	9	3
GLASGOW, Church of Scotland	122	—	—	—	—	—	—	—	—	39	34	5	—	77	76	1	—
„ Free Church	120	—	—	—	—	—	—	—	—	41	28	13	—	79	78	1	—
ABERDEEN, Church of Scotland	75	75	43	27	5	5	—	—	5	17	11	6	—	11	10	1	—
„ Free Church	64	—	—	—	—	—	—	—	—	21	8	12	1	43	39	4	—
TOTAL	644	75	43	27	5	5	—	—	5	234	151	81	2	354	329	22	3

QUEEN'S SCHOLARSHIP AND STUDENTSHIP EXAMINATION, 1895.

REGULATIONS.

1. The Examination for admission into Training Colleges for recognition as Queen's Students and for the office of Assistant Teacher, called the Queen's Scholarship and Studentship Examination, will be held on the first Tuesday after the 10th of December (17th of December 1895) at each of the Training Colleges, and at such other Centres as may be necessary.

2. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of October.

3. Candidates desirous of being examined at a Training College must make their own arrangements with the authorities of the College for securing a seat. To those who do not desire to sit for examination at a College, a choice of Centres is offered.

4. Candidates who have not been Pupil-teachers must be over eighteen years of age on the 1st of July next following the date of their Examination. The date of birth must be given at the time of making application for permission to sit at the Examination.

5. Pupil-teachers or ex-pupil-teachers employed in Public or State-aided Schools must receive a report (on Form 9 or 9*b*) from the managers of their schools as to their physical fitness for the profession of teacher. Candidates who have not been pupil-teachers must forward to the Department, as directed, the form of medical certificate, duly filled up and signed, which is enclosed with Form 13.

6. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Training College for a period of training commencing with the Training College year next succeeding the date of the Queen's Scholarship and Studentship Examination, or to enter a University or University College at the beginning of the session succeeding that date.

7. Candidates who fail twice to pass the Queen's Scholarship and Studentship Examination may not be again examined. Failure in either, or both, of the Queen's Scholarship Examinations held in July and December 1894 will count as *one*, and the *first* of the two failures.

8. No marks are carried forward from one Queen's Scholarship and Studentship Examination to another.

9. Candidates are recommended to make themselves acquainted with Articles 60, 61, 70 (*d*), 78–80, and 91–99, and First Schedule of the Scotch Code.

10. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode or through any bookseller, price 6*d*. each.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. [**30.**]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare or Milton or Scott with clearness and force, and knowledge of meanings and allusions.

N.B.—Pupil-teachers in Public and State-aided Schools must perform these exercises at the inspection of their school next preceding the Examination at which they wish to present themselves. Candidates who have not been pupil-teachers, by giving notice to the Inspector of the district, will have an opportunity of Reading at some school during its inspection, of which the Inspector will give them intimation. Ex-pupil-teachers will receive the marks for Reading given at the last inspection of their school before the expiration of their apprenticeship.

Penmanship [30] and Dictation. [**30.**]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from Dictation.

English Grammar and Composition. [**80.**]—Paraphrase of a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Arithmetic. *Males.* [**90.**]—Arithmetic, generally.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Arithmetic and Algebra. *Females.* [**90.**]

Arithmetic, generally.

Algebra.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, simple equations of one unknown quantity, with easy problems.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Mathematics. *Males only.* [**90.**]

EUCLID.—Books I., II., III., IV., and the first nine propositions of Book VI., with simple deductions.

ALGEBRA.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems.

MENSURATION.—Of triangles, parallelograms and plane surfaces.

MATHEMATICS. Females. See Note under Special Subjects.

Geography. [**50.**]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

Candidates who pass with credit in this subject at the Queen's Scholarship and Studentship Examination may, in the *next two* examinations for certificates open to them, omit the paper in Geography, and take an extra Language or Science instead. Candidates who fail to pass in this subject will be marked "G" in the Class List.

NOTE.—*With a view of encouraging the study of this subject, the Council of the Royal Geographical Society offer a certain number of prizes either in money or books to male and female candidates who obtain the highest marks in Geography at the Queen's Scholarship and Studentship Examination.*

History. [**50.**]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Candidates who pass with credit in this subject at the Queen's Scholarship and Studentship Examination may, in the *next two* examination for certificates open to them, omit the paper in History, and take an extra Language or Science instead. Candidates who fail to pass in this subject will be marked "H" in the Class List.

Teaching. [**60.**]—To give a collective or class lesson on any subject taught in Public or State-aided Schools. (An object lesson may be required.)

Marks for giving a lesson can be obtained by both pupil-teachers and candidates who have not been pupil-teachers. The lesson must be given by the former at the Inspector's visit to the school next preceding the Queen's Scholarship and Studentship Examination. Candidates who have not been pupil-teachers, by giving notice to the Inspector of the district, will have an opportunity of giving a lesson at some school during its inspection of which the Inspector will give them intimation. Ex-pupil-teachers will receive the marks for teaching given at the last inspection of their school before the expiration of their apprenticeship.

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

School Management. [**75.**]—Notes of lessons.

The methods of teaching the elementary and class subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. [**80.**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, drawers, and flannel petticoat.

Domestic Economy. [**45.**]—Food; its functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

B.—OPTIONAL SUBJECTS.

Music.—Candidates may work the paper in either notation, but not in both.

(*a.*) Theory. [**20.**]

Staff Notation:

All the major and minor scales and signatures. Common musical terms. Chromatic intervals. Easy transposition. Syncopation. Compass of voices.

Tonic Sol-fa Notation:

The major and minor modes. Common musical terms. Chromatic intervals. Syncopation. Compass of voices.

(*b.*) Practical Skill. [**30.**]

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the candidate.

Drawing. [**75.**]

(a.) Freehand. (Subject 2b.) [15.]
(b.) Model. (Subject 3a.) [15.] } Elementary Stage.
(c.) Shading from casts. (Subject 5b.) [15.] }
(d.) Practical Plane and Solid Geometry, Elementary Stage (Science Subject I.) [30.]

Exercises in drawing are not given in the Queen's Scholarship and Studentship Examination, but marks counting at that Examination can be obtained by corresponding success at any previous Examination of the Science and Art Department.

Pupil-teachers in a school in which an Examination in drawing is held may be examined in subjects (a) (b) (c) when the rest of the school is examined in drawing.

These three subjects may be taken in any order, but a candidate taking (c) light and shade drawing at the examination of his own school cannot take any other subject of drawing at the same examination. Pupil-teachers may also be examined at the May Examination, but cannot take the same subject both at their own schools and at a School of Art or Art Class in the same calendar year. Subject (d) can only be taken at the May Examination.

The exercises in the several branches may be taken in any order.

Marks are allowed for a 1st class in (a) (b) and (c) and for a pass in (d).

The passes and classes allowed as equivalents for (a) (b) (c) or (d) for the purposes of the Elementary Drawing Certificate (1st class) (*see* p. 64 of the Science and Art Directory) are also allowed as equivalents in the Queen's Scholarship and Studentship Examination.

For information as to the places and times of these Examinations, and as to the exercises required, see the Science and Art Directory.

Languages. [**80 each.**]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

1. Latin.—Cæsar, de Bello Gallico, Books II. and III., and Virgil, Æneid, Book I.
2. Greek.—Xenophon, Anabasis, Books II. and III., and Homer, Iliad, Book I.

3. FRENCH. Simple unseen passages.
4. GERMAN. Simple unseen passages.
[SEE NOTE UNDER SCIENCES.]

Sciences. [80 each.]

Elementary [25]. *Advanced* [I. 50.] [II. 35.] *Honours* [I. 80.] [II. 65.]

5. MECHANICS, (*a*) Solids, (*b*) Fluids.
*6. SOUND, LIGHT, AND HEAT (*Elementary*), or
(*a.*) Sound, (*b.*) Light, (*c.*) Heat. (*Advanced* or *Honours.*)
*7. MAGNETISM AND ELECTRICITY.
8. CHEMISTRY.
9. HUMAN PHYSIOLOGY.
10. BOTANY.
11. NAVIGATION.
12. PHYSIOGRAPHY.
13. PRINCIPLES OF AGRICULTURE.
14. HYGIENE.

* *Elementary Physics is allowed as an alternative to these subjects.*

The sub-divisions (a) or (b) of Subject 5 and (a) (b) or (c) of Subject 6 each count as one subject.

No papers in Science are set at the Queen's Scholarship and Studentship Examination, but marks counting in that Examination can be obtained by success at one of the May Examinations of the Science and Art Department held in the same year as the candidate's Examination for the Scholarship and Studentship, or in the preceding year.

For information as to the places and times of these examinations, and for a detailed syllabus of each Science, see the Science and Art Directory.

NOTE.—Marks may be obtained for *two* of the above subjects of Language and Science (or for *three* if marks are not claimed for Drawing and Practical Skill in Music). One of these *two* (or *three*) subjects must be a Language. If only *one* subject is taken it may be either a Language or a Science.

C.—SPECIAL SUBJECTS.

Gaelic [80].—*Grammar, Translation, and Composition.*—Any Gaelic-speaking pupil-teacher employed in the counties mentioned in Article 19E, Scotch Code, may, in addition to the marks obtainable under the foregoing regulation for Languages and Sciences, obtain marks in this subject.

Mathematics.—*Females.*—For the purposes of Article 95 (*d*) of the Scotch Code Female candidates (in addition to the ordinary paper on Arithmetic and Algebra) may take the paper on Mathematics set for Males.

EXAMINATION FOR TEACHERS' CERTIFICATES.

June 1895.

SYLLABUS FOR MALE CANDIDATES.

[*Changes for the years* 1895 *and* 1896 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 24th JUNE 1895, at 2 p.m.

The modifications in this Syllabus have been made in view of the shortened period for preparation consequent upon the alteration in the date of the Examination.

In 1896 *the original requirements of the Syllabus will be reverted to.*

Candidates are recommended to make themselves acquainted with Articles 41–55, and 100–104 of the Scotch Code of 1894.

NOTE.- Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the "Department before the first day of *May* preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under General Regulation 3, page 548, are denoted by the sign (F).

FIRST YEAR.

1st Year. 1895.

Reading (F) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Kingsley's "Westward Ho,"* and (2) *Tennyson's "Gareth and Lynette,"* and *"Geraint and Enid."*

Penmanship (F) [50] and **Dictation** (F) [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from dictation.
3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

School Management. [100].

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (*c*) must take the School Management paper for the second year, as well as a special paper (School Management, No. 2).

No student will be examined unless the Principal certifies that he has spent at least *four* weeks, or *100* hours, in the Practising and Model Schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the development of the intelligence of children.
2. Notes of lessons.

In 1896 a section on the training of the senses, and of the memory, and the order in which the faculties of children are developed, will be added.

English (F) [100] + [50]. Composition.

1. Parsing, Analysis and the principles of Grammar.
2. An intelligent acquaintance with the language, style, and subject-matter of *Spenser's Faery Queen, first six Cantos of Book I., and Carlyle's Essay on Burns.*

In 1896 the books will be Spenser's Shepheard's Calendar, and Macaulay's Essay on Lord Bacon.

3. To write plain prose upon a given subject.

1st Year. 1895.

Geography AND Physiography.* [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth; the Seasons.

2. The *General* Geography of *Europe* in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1896 the Tides, Winds, and Ocean Currents will be added to Section 1.*

2. *In 1896 the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History.* [100]

1. British History from the year *1760* to *1830*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time, and a section on general knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—Marks are allowed for passes obtained in Geography and History, in one of the two preceding years only.

Mental Arithmetic.

Arithmetic (F) [80] + [40]

1. To work arithmetical sums, both mentally and on paper.

2. To prove and explain the rules.

The figures should be well formed and the work methodically arranged as a good model for children to imitate.

Algebraical symbols in the solution of questions are not permitted.

Algebra AND Mensuration. [100]

To answer simple questions, both theoretical and practical, in algebra, and the mensuration of plane surfaces.

In algebra, candidates should understand the four simple rules, involution, evolution, common measures, common multiples, algebraic fractions and surds, and the solution of simple and easy quadratic equations, of one or more unknown quantities, ratio and proportion, or problems producing such. In mensuration they should understand the measurement of every species of plane rectilineal figure and of the circle.

Geometry. [100]

The first four books of Euclid, the first nine propositions of Book VI., and Euclid's definition of Proportion, with simple deductions from the propositions and easy geometrical problems.

In 1896 Dynamics, or the Elementary Statics and Kinetics of Solids, Liquids, and Gases, will be added.

Music: THEORY (*Optional*). [40]

1st Year. 1895.

Candidates may answer questions in *one* notation only—*not in both.*

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (*bars*). Transcription from one time to another.

In 1896, Questions on (a) Transcription from one major key to another, and (b) Musical terms in common use will be added.

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c.
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

In 1896, Questions on (a) the standard scale of pitch and the relations (in pitch) of various keys, and (b) Musical terms in common use will be added

Languages (*Optional*). [100 each]

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

The passages will be taken from *Livy V., cap. 29 to the end, Virgil, Æneid VI., 1–211,* with a short passage of easy unseen Latin prose; *Xenophon's Anabasis II., first three chapters; Chateaubriand's Le dernier Abencerage; Mein Onkel Skipio;* and easy unseen passages from French and German prose writers.

In 1896 the passages will be taken from Sallust's Catiline, Virgil, Æneid XII., 1–440; with a short passage of easy unseen Latin prose; Xenophon's Anabasis IV.; Souvestre's Un Philosophe sous les Toits; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See pages* 546–8.

SECOND YEAR.

2nd Year. 1895.

Reading (**F**) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from "*The Carlyle Reader*" and *Shakespeare's* "*As you like it,*" or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

2nd Year. 1895

Penmanship (F) [50] and **Dictation** (F) [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (*c*) must take *this* Paper as well as a special paper (School Management, No. 2).

No Student will be examined unless the Principal certifies that he has spent at least *four* weeks, or *100* hours, in the Practising and Model Schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects:—
   (*a.*) The different methods of organising an elementary school, including the construction of a time-table.
   (*b.*) The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and of character;—considered in their application to the methods of teaching and of moral discipline.
3. Notes of lessons.
4. Laws of health as applied to school premises, scholars, and teachers.

In 1896, a section on Quick's Educational Reformers. Chaps. 13, 16, 17, 18 will be added.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Midsummer Night's Dream.*

   In 1896 the books will be Shakespeare's Hamlet and Bacon's Advancement of Learning, Book I.

2. To write plain prose upon a given subject.
3. General knowledge of English literature from *1620* to *1670*.

   In 1896 the prescribed period will be from 1820 to the present time.

Geography and **Physiography*** [100].

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons.
2. The *General* Geography of *Europe* in connexion with Commercial and Industrial Geography.

   Candidates may be asked to illustrate their answers by sketch maps.

   1. *In 1896 the Tides, Winds, and Ocean Currents will be added to Section 1.*

   2. *In 1896 the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History* [100].

British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time and a section on General Knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—Marks are allowed for passes in Geography and History obtained in one of the two preceding years only.

Algebra and **Mensuration** [100].

More difficult questions and problems than for First Year.

This paper will also contain some questions in Arithmetic. Students and Acting Teachers who have not passed with credit in Arithmetic at the Examination for Certificates in one of the two immediately preceding years, or have failed to obtain a Certificate, must answer the questions in Arithmetic instead of those in Mensuration.

In Algebra, Candidates should, at least, add to the requirements for the first year a knowledge of progressions, permutations and combinations, the Binomial Theorem, scales of notation, and the solution of more difficult equations or problems producing such. In mensuration they should add to the requirements for the first year a knowledge of the measurement of cylinders, spheres, cones, and a few irregular solids.

In 1896 logarithms, interest and annuities will be added.

Geometry [100].

Euclid's Elements, Books I., II., III., IV., and VI., and Euclid's definition of Proportion with simple deductions from the propositions and easy geometrical problems.

In 1896 Plane Trigonometry up to the Solution of Triangles will be added.

Political Economy [75].

Elementary Questions in Political Economy.

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

Candidates may answer questions in *one* notation only—*but not in both.*

A Paper on this subject is not given to any Student about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have "such an amount of musical skill, vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and Chromatic intervals.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars).

2nd Year.

1895.

3. Musical terms in common use.

4. The compass and registers of the voices of men, women, and children.

In 1896, Questions in (a) Transposition (b) Transcription from one time to another and (c) General rules relating to voice training will be added.

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and Chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.

2. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation.

3. Musical terms in common use.

4. The compass and registers of the voices of men, women, and children.

In 1896, Questions on (a) Transcription by halving or doubling values, &c. and (b) General rules relating to voice training will be added.

Languages (*Optional*) [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute cap. 1–14 and Homer's Odyssey, VI., 1–150. The rest of the Latin and Greek, and the whole of the French and German papers, will consist of easy unseen passages.

In 1896 the passages will be taken from Horace, Odes, II. and Cicero Pro Lege Manilia, and Homer's Odyssey XXIII.

Drawing and **Science.** *See below.*

ADDITIONAL SUBJECTS.

[Full information respecting the examinations in Science and Art is contained in the Science and Art Directory, which may be obtained from Messrs. Eyre and Spottiswoode, East Harding Street, Fetter Lane, London.]

I. **Drawing.** [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection. Acting Teachers must present themselves for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises :—

A First Class in the Elementary Stage of—

(a.) Freehand (Subject 2 b). [20.]
(b.) Model (Subject 3 a). [20.]
(c.) Shading from Casts (Subject 5 b). [20.]

A Pass in the Elementary Stage of Science Subject I.—

(d.) Practical Plane and Solid Geometry.* [30.]

* *In 1895 only, a pass in Section I. of Science Subject I. taken at the July Examination.*

A First Class in—

(e.) Model Drawing with Chalk upon the blackboard. [10.]

3. The passes and classes allowed as equivalents for (a), (b), (c), and (d) for the purposes of the Elementary Drawing Certificate (First Class)—see page 64 of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.

4. Claims to passes in Drawing must in every case be made, by Students on their Form 20, and by Acting Teachers on their Form 26. The omission of any of the required details may involve a loss of marks.

	Advanced or Honours.	Elementary.
II. **Science.**	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges under the provisions of the Science Directory, page 50, but in those Science subjects only for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in July—instead of December—1895 under the provisions of the Science and Art Directory revised to June 1894. See p. 53.*]

3. Acting Teachers are examined at the ordinary May Examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, page 23) :—

I. Practical Plane and Solid Geometry (Elementary Stage).

This is counted as one of the subjects of Drawing.
N.B.—*In July 1895 only, Section I. will be substituted for the full Elementary Stage.*

VI. Theoretical Mechanics—(*a*) Solids ; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light, and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
X*p*. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.

* Elementary Physics is allowed as an alternative to Subjects VIII. and IX.

XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

[*The Syllabus for the examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page* 145 *et seq.*]

5. *Candidates* will be allowed marks at the Certificate Examination in 1895 for a pass (i.) in the First or Second Class in the Advanced Stage (or in Honours) of any *one* of the above subjects, or (ii.) in the Elementary Stage of TWO subjects (in addition to *Section I. of* the Elementary Stage of Science Subject I.). Subject to General Regulation 2, *see* below, *Candidates* who fail to pass in the Elementary Stage, but attain the Standard of "Fair," will also be credited with marks for that degree of success.

6. Acting Teachers may obtain marks for success at the Science Examination open to them *next preceding their Certificate Examination.*

7. No *Candidate* is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless he has previously been successful at the May Examination or at the Training College in at least the Elementary Stage of the subject, *or has been recorded "Fair" at an examination in the Elementary Stage.*

8. Students who at the end of their FIRST year fail to obtain at least the mark "Fair" in the Elementary Stage or a pass in the 2nd (or 1st) Class in the Advanced Stage of any Science subject, will be required in their SECOND year to present themselves for examination in the SAME STAGE of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited by this Department at the Examinations for Certificates.

GENERAL REGULATIONS.

1. Candidates may not take up more than FOUR subjects under the heads of Languages and Science, exclusive of Practical Plane and Solid Geometry.

2. A certain number of marks will be deducted from the total gained for each LANGUAGE and SCIENCE, in order that candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination.

EXAMINATION FOR TEACHERS' CERTIFICATES.

June 1895.

SYLLABUS FOR FEMALE CANDIDATES.

[*Changes for the years* 1895 *and* 1896 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 24th JUNE 1895, at 2 p.m.

The modifications in this Syllabus have been made in view of the shortened period for preparation consequent upon the alteration in the date of the examination.
In 1896 the original requirements of the Syllabus will be reverted to.

Candidates are recommended to make themselves acquainted with Articles 41–55, and 100–104 of the Scotch Code of 1894.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the "Department before the first day of *May* preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under Regulation 3, page 558, are denoted by the sign (F).

1st Year. 1895.

FIRST YEAR.

Reading. (F) [50]

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Kingsley's "Westward Ho,"* and (2) *Tennyson's "Gareth and Lynette,"* and "*Geraint and Enid.*"

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Penmanship (F) [50] and **Dictation** (F) [50]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in this subject.

School Management. [100]

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (c.) must take the School Management Paper for the Second Year, as well as a special paper (School Management, No. 2).

No student will be examined, unless the Principal certifies that she has spent at least *four* weeks, or *160* hours, in the Practising and Model Schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the cultivation of the intelligence of children.

2. Notes of lessons.

In 1896 a section on the training of the senses, and of the memory, and the order in which the faculties of children are developed will be added.

N.B.—Special questions will be inserted in the papers for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants:—

a. Method of teaching infants, and of conducting an infant school.

b. Notes of object lessons.

1st Year. 1895.

Composition.

English. (F) [100] + [50]

1. Parsing, Analysis, and the principles of Grammar.
2. An intelligent acquaintance with the language, style, and subject-matter of *Spenser's Faery Queen, first six Cantos of Book I., and Carlyle's Essay on Burns.*

   In 1896 the books will be Spenser's Shepheard's Calendar, and Macaulay's Essay on Lord Bacon.
3. To write plain prose upon a given subject.

Geography and **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons.
2. The *General* Geography of *Europe* in connexion with Commercial and Industrial Geography.

   Candidates may be asked to illustrate their answers by sketch maps.

   1. *In 1896 the Tides, Winds, and Ocean Currents will be added to Section 1.*

   2. *In 1896 the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History.* [100]

1. British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

   In 1896 the special period will be 1815 to the present time, and a section on General Knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination may, in the subsequent examinations for certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates, will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examination for Certificates.

Note.—Marks are allowed for passes obtained in Geography and History, in one of the two preceding years only.

Mental Arithmetic.

Arithmetic and **Algebra.** (F) [80] + [40]

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The paper will contain questions requiring an explanation of the arithmetical processes employed.

Algebraical symbols in the solution of arithmetic questions are not permitted.

ARITHMETIC.

1. The first four rules.
2. Practice and bills of parcels.
3. Vulgar fractions.
4. Decimal fractions.
5. Simple and compound proportion.
6. An exercise in mental arithmetic.

1st Year.

1895.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such, and simple equations of two unknown quantities.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Clothing. 2. Food. 3. Laundry.

In 1896 a section on The Dwelling will be added.

Needlework. (F) [100]

1. The repairing of any plain article of underclothing.
2. The drawing of diagrams on sectional paper of—
   A woman's chemise.
   An infant's shirt.
3.* The cutting-out and making of one of the above garments, and the cutting-out and making, by tacking, of the other garment.
4. The answering on paper of questions on needlework.

* *In 1896.*

Music, THEORY (*Optional*). [40]

Candidates may answer questions in *one* notation only—*not in both*.

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple time. Accent. Contents of measures (bars). Transcription from one time to another.

In 1896 Questions on (a) Transcription from one major key to another, and (b) musical terms in common use will be added.

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c.
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

In 1896 Questions on (a) the standard scale of pitch and the relations (in pitch) of various keys, and (b) musical terms in common use will be added.

Each.

Languages (*Optional*). [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

These papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

1st Year. 1895.

The passages will be taken from *Livy, V., cap. 29 to the end, Virgil Æneid, VI., 1–211*; with a short passage of easy unseen Latin prose; *Chateaubriand's Le dernier Abencerage*; *Mein Onkel Skipio*; and easy unseen passages from French and German prose writers.

In 1896 the passages will be taken from Sallust's Cataline, Virgil Æneid, XII., 1–440, with a short passage of easy unseen Latin prose; Souvestre's "Un Philosophe sous les Toits"; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See* pp. 556–8.

SECOND YEAR.

2nd Year. 1895.

Reading (**F**) [50].

(Acting Teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from "*The Carlyle Reader*" and *Shakespeare's* "*As you like it*," or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Penmanship (**F**) [50] and **Dictation** (**F**) [50].

Writing as taught in schools is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the Papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each Paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47, II. (*c*), must take *this* paper as well as a special paper (School Management No. 2).

No Student will be examined, unless the Principal certifies that she has spent at least *four* weeks, or *100* hours, in the Practising and Model Schools, under proper superintendence, during her residence, and at least half that time during her second year.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects:—
   - *a.* The different methods of organising an elementary school, including the construction of a time-table.
   - *b.* The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and character;—considered in their application to the methods of teaching and moral discipline.
3. Notes of lessons.
4. The laws of health as applied to school premises, scholars, and teachers.

In 1896 a section on Quick's Educational Reformers, Chaps. 13, 16, 17, 18 will be added.

II.—Practical Skill in Teaching (**F**) [120].

To teach a class in the presence of Her Majesty's Inspector.

2nd Year. 1895.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Midsummer Night's Dream.*

In 1896 the books will be Shakespeare's Hamlet and Bacon's Advancement of Learning, Book I.

2. To write plain prose upon a given subject.

3. General knowledge of English literature from *1620* to *1670*.

In 1896 the prescribed period will be from 1820 to the present time.

Geography and **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth, the Seasons.

2. The *General* Geography of *Europe*, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1896, the Tides, Winds, and Ocean Currents, will be added to Section 1.*

2. *In 1896, the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History.* [100]

British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time, and a section on general knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates, will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—Marks are allowed for passes in Geography and History obtained in one of the two preceding years only.

Arithmetic and **Algebra** [F) [80].

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The Paper will contain questions, requiring an explanation of the Arithmetical processes employed.

[*Algebraical symbols in the solution of Arithmetic questions are not permitted.*]

ARITHMETIC.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Vulgar Fractions.
4. Decimal Fractions.
5. Simple and Compound Proportion.
6. Simple and Compound Interest.
7. Discount.
8. Stocks.
9. Insurance.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such. Simple equations of two unknown quantities, Square Root, Cube Root.

In 1896 easy Quadratics will be added.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Cooking.
2. The laws of health.
3. Sick-room management.

In 1896 a section on household expenses and investment of money will be added.

Needlework (F) [75] + Skill in Teaching [50].

1. The higher branches of plain needlework; these include tucking, whipping, and feather stitching, the repairing of linen and print, and darning in stocking-web stitch.
2. The drawing of diagrams on sectional paper of—
   A boy's shirt.
   A child's muslin pinafore.
3.* The cutting-out and making of one of the above garments, and the cutting-out and making, by tacking, of the other garments.
4. The answering on paper of questions on needlework.

* *In 1896.*

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

Candidates may answer questions in *one* notation only—*not in both.*

A paper on this subject is not given to any student, about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have such an amount of musical skill, "vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars).
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children.

In 1896 Questions on (a) Transposition, (b) Transcription from one time to another, and (c) general rules relating to voice training, will be added.

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge-notes, and distinguishing tones.
2. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children.

In 1896 Questions on (a) Transcription by halving or doubling values, &c., and (b) general rules relating to voice training, will be added.

2nd Year. 1895

Each.

Languages. (*Optional.*) [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

These papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute, cap. 1–14. The rest of the Latin, and the whole of the French and German papers, will consist of easy unseen passages.

In 1896 the passages will be taken from Horace, Odes, II., and Cicero, Pro Lege Manilia.

Drawing and **Science.** *See below.*

ADDITIONAL SUBJECTS.

[Full information respecting the examinations in Science and Art is contained in the Science and Art Directory, which may be obtained from Messrs. Eyre and Spottiswoode, East Harding Street, Fetter Lane, London.]

I. Drawing. [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection. Acting Teachers must present themselves for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises:—

A FIRST CLASS IN THE ELEMENTARY STAGE OF—

(a.) Freehand (SUBJECT 2*b*). [20.]

(b.) Model (SUBJECT 3*a*). [20.]

(c.) Shading from Casts (SUBJECT 5*b*). [20.]

A PASS IN THE ELEMENTARY STAGE OF SCIENCE SUBJECT I.—

(d.) Practical Plane and Solid Geometry* [30.]

* *In 1895 only, a pass in Section I. of Science Subject I. taken at the July examination.*

A FIRST CLASS IN—

(e.) Model Drawing with chalk upon the blackboard. [10.]

3. The passes and classes allowed as equivalents for (a), (b), (c), and (d), for the purposes of the Elementary Drawing Certificate (First Class)—see p. 64 of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.

4. Claims to passes in Drawing must in every case be made by Students on their Form 20, and by Acting Teachers on their Form 26. The omission of any of the required details may involve a loss of marks.

	Advanced or Honours.	Elementary.
II. Science.	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges under the provisions of the Science Directory, p. 50, but in those Science subjects

only, for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in July—instead of December—1895, under the provisions of the Science and Art Directory revised to June 1894. See p. 53.*]

3. Acting Teachers are examined at the ordinary May examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, p. 23):—

I. Practical Plane and Solid Geometry (Elementary Stage).
This is counted as one of the subjects of Drawing.
N.B.—*In July 1895 only, Section I. will be substituted for the full Elementary Stage.*

VI. Theoretical Mechanics: (*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat. Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
X*p*. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

* Elementary Physics is allowed as an alternative to Subjects VIII. and IX.

[*The Syllabus for the examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page* 145 *et. seq.*]

5. *Candidates* will be allowed marks at the Certificate Examination in 1895 for a pass, (i) in the 1st or 2nd Class in the Advanced Stage (or in Honours) of any *one* of the above subjects, or (ii) in the Elementary Stage of TWO subjects (in addition to *Section I. of* the Elementary Stage of Science Subject I.). Subject to General Regulation 2 on p. 558, *Candidates* who fail to pass in the Elementary Stage, but attain the standard of "Fair," will also be credited with marks for that degree of success.

6. Acting Teachers may obtain marks for success at the Science Examination open to them, *next preceding their Certificate Examination.*

7. No *Candidate* is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless she has previously been successful at the May examination, or at the Training College, in at least the Elementary Stage of the subject, *or has been recorded "Fair" at an examination in the Elementary Stage.*

8. Students who at the end of their FIRST year fail to obtain at least the mark "Fair" in the Elementary Stage or a pass in the 2nd (or 1st) class in the Advanced Stage of any Science subject, will be required in their SECOND year to present themselves for examination in the SAME STAGE of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited by this Department at the examinations for certificates.

GENERAL REGULATIONS.

1. Candidates may not take up more than FOUR subjects under the heads of Languages and Science, exclusive of Practical Plane and Solid Geometry.

2. A certain number of marks will be deducted from the total gained for each LANGUAGE and SCIENCE in order that Candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING, or TEACHING will be held to have failed in the examination.

PART IV. OF APPENDIX.

LIST (under Counties and School Board Districts) of SCHOOLS, aided from the Parliamentary Grant:

1. For BUILDING OR FIXTURES. In the cases marked with an asterisk * Building Grants were made either by the Treasury before the appointment of a Committee of Council on Education or by the Scotch Education Department. (For amounts, *see* Part IV. of Appendix to Report for 1893–4.)
2. For ANNUAL MAINTENANCE. The grants entered are those made upon inspection due (Article 13) in the year ended 30th September 1894.
   Where *two* numbers are given in the column for average attendance, the *latter* denotes Evening Scholars unless otherwise specified.
3. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872) are printed in *italics*.

(*Corrected to* 31 *May*, 1895.)

NOTE.—P. denotes that the School is a *Public* School; Ch. or G.A. that it is in connexion with the *Established Church of Scotland*; F.C., with the *Free Church*; E., with the *Episcopal Church*; R., with the *Roman Catholic Church*; S., that it is a *Sessional* School.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
ABERDEEN.			
ABERDEEN (BURGH):			
Ashley Road - P. 6	1,030	1,018	1,140 15 6
Causewayend - P. 11	*856	567	640 19 4
Commerce Street P. 11	*672	671	711 11 0
Ferryhill - - P. 6	*1,128	604 118	681 9 10 187 17 10
Frederick Street P. 12	669	674	693 15 0
Hanover Street - P. 11	*450	404	404 14 6
Holburn Street - P. 11	977	923	976 9 2
King Street - P. 12	1,478	1,574 109	1,667 5 11 162 12 11
Little Belmont Street, Evg. - P.	—	21	36 17 6
Marywell Street P. 11	*637	657	723 12 4
Middle - - P. 11	*1,164	980	1,030 18 0
Northfield - P. 12	340	383	308 5 2
Port Hill - - P. 11	*528	532	565 3 11
Primrose - - P. 11	85	89	71 0 6
Rosemount - P. 6	836	710	810 15 4
Ruthrieston - P. 11	*265	281	278 9 3
St. Andrew's St. P. 12	237	73	56 6 0
St. Clement's St. P. 11	712	666	691 12 0
St. Paul Street - P. 6	*623	698	778 13 4
Skene Square - P. 11	1,369	1,250 222	1,262 7 9 316 8 5
Skene Street - P. 12	*763	813	860 10 5
Westfield - - P. 11	217	208	198 4 6
Woodside - - P. 6	1,168	1,122 76	1,144 0 0 138 9 6
York Street - P. 11	419	405	430 16 0
Asylum for the Blind - - 12	—	5	24 3 0
Boys' School of Industry -	*		
Deaf and Dumb Institution - 12	37	20	92 6 3
John Knox's - S. *c*	*		
Normal - - F.C. 6	*884	581	524 2 9
Practising - Ch. 6	*995	503	600 5 8

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
Aberdeen—*cont.*			
ABERDEEN (Burgh)—*cont.*			
Robert Gordon's College, Evg. -	—	105	237 0 0
St. Andrew's - E. 5	454	456	399 0 0
St. Francis - R. 6	118	93	92 0 0
St. John's - E. 10	236	216	219 5 0
St. Joseph's - R. 6	340	240	210 0 0
St. Margaret's, Mission - - E. 10	373	242	211 15 0
St. Peter's - R. 6	236	105	109 0 6
South Parish - S.	*		
Union Parish - F.C.	*		
ABERDOUR:			
Aberdour - - P 5	259	172	182 9 0
Auchmedden - P. 5	*141	74	60 14 0
New Aberdour, Junior Dept. P. *c*	*		
ABOYNE AND GLENTANAR:			
Aboyne - - P. 4	*187	134	127 19 0
Glen Tanar - P. 4	66	63	76 9 6
ALFORD:			
Alford Village - P. 4	*178	137	125 18 6
Gallowhill - P. 4	153	105 29	103 1 0 15 10 0
ARDALLIE:			
Ardallie - - P. 1	*110	81	56 3 3
Ardallie, Female P. 1	*60	53	42 7 6
AUCHINDOIR AND KEARN:			
Craig - - - P. 5	48	22	30 14 0
Lumsden - - P. 5	*262	170 19	151 17 0 9 12 0

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
Aberdeen—*cont.*			
AUCHTERLESS:			
Badenscoth, Boys P. 7	*98	47	45 17 6
Badenscoth, Girls - - P. 7	106	64	62 14 6
Badenscoth, Evg. P.		20	16 0 0
Kirktown, Male P. 7	*145	79	73 12 0
Kirktown, Female - P. 7	*101	55	50 6 2
BANCHORY-DEVENICK (*see* KINCARDINESHIRE).			
BELHELVIE:			
Balmedie - - P. 12	163	88	84 7 6
		28	13 7 6
Craigie - - P. 12	*80	51	43 5 6
Menie - - P. 12	*80	46	40 5 0
Wester Hatton P. 12	*80	44	39 14 5
BIRSE:			
Ballogie, Female P. 5	53	30	31 6 6
Birse - - P. 5	71	37	36 3 0
Finzean - - P. 5	*80	70	61 10 0
Forest - - P. 5	49	13	23 9 6
BOURTIE:			
Bourtie - - P. 3	67	27	38 9 6
CAIRNEY:			
Alehousehillock P. 7	68	38	33 5 0
		83	77 5 0
Cairney - - P. 7	127	21	13 0 0
Ruthven - - P. 7	*80	61	51 5 0
Windyraw - - P. 7	67	54	59 0 6
		8	5 2 6
CHAPEL OF GARIOCH:			
Chapel - - P. 3	*116	80	73 9 6
		21	14 12 6
Fetternear, Madras - - P. 3	*144	85	86 8 0
		23	17 10 0
Logie Durno - P. 3	*140	87	73 6 6
CLATT:			
Clatt - - P. 4	117	87	84 8 0
CLUNY:			
Cluny - - P. 2	153	68	70 4 6
Cluny - - F.C. 2	96	66	64 19 6
Corennie, Lady Gordon Cathcart's Female- 2	64	53	46 1 0
COULL:			
Coull - - - P. 5	101	38	42 15 6
		16	6 4 0
CRATHIE AND BRAEMAR:			
Aberarder - P. 4	92	15	28 18 0
Braemar - - P. 4	*145	51	52 5 6
Crathie - - P. 4	*91	47	61 2 6
Braemar, St. Andrew's - - R. 4	92	37	45 6 6
Crathie Side - 4	66	28	37 11 0
Inveroy District Ch. 4	40	8	9 11 0
Inveray - - R. 4	39	9	11 1 0

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Aberdeen—*cont.*			
CRIMOND:			
Crimond - P. 1	*143	111	113 19 0
CRUDEN:			
Auchiries - - P. 4	*125	76	61 5 6
Bogbrae - - P. 4	134	70	60 3 0
		11	5 5 0
Coldwells - - P. 4	163	125	112 18 6
		16	10 10 0
Hatton - - P. 4	*199	143	144 8 6
		25	17 10 0
Hatton (late F.C.) P.	*		
Port Errol, Infant P. 4	80	64	46 0 8
Erroll - - E. 4	*127	81	65 7 0
CULSALMOND:			
Culsalmond - P. 3	*160	81	76 3 0
Tillymorgan - E. 4	63	44	41 2 6
DAVIOT:			
Daviot - - P. 4	*150	80	77 2 6
DRUMBLADE:			
Drumblade - P. 7	147	107	98 15 6
DRUMOAK:			
Drumoak - - P. 7	*155	88	88 1 0
Glashmore - P. 7	44	22	20 18 0
DYCE:			
Dyce Overtown P. 2	103	56	50 15 0
Dyce Village - P. 2	*241	146	148 7 0
		40	29 15 6
ECHT:			
Cullerley - - P. 2	70	35	29 14 0
Kirkton - - P. 2	207	121	115 17 6
Waterton - - 2	102	51	46 7 6
ELLON:			
Berefold - - P. 5	*120	53	46 3 6
Drumwhindle - P. 5	*160	87	84 3 0
		26	15 5 6
Ellon - - P. 5	*498	344	322 10 0
		19	13 0 0
Esslemont, Female - - P. 5	*131	75	67 16 6
Ellon - - F.C. *c*	*		
FINTRAY:			
Dyce-mur - - P. 2	*86	42	39 9 0
Hatton - - P. 2	*140	92	88 0 0
		14	5 17 6
FORGUE:			
Forgue - - P. 5	140	101	92 3 0
Largue - - P. 5	*140	86	88 15 0
		21	9 17 6
Forgue - - E. 5	61	51	45 2 0
FOVERAN:			
Culterculleu - P. 3	*120	110	96 16 6
Foveran - - P. 3	*180	89	90 11 0
Newburgh Mathers - - P. 3	*253	213	209 5 0
FRASERBURGH:			
Fraserburgh - P. 6	*260	202	203 14 6
		126	110 3 0
Academy, Evg. -	—	6	6 17 6
Broadsea - -G.A. 6	211	201	175 2 0
		72	46 4 0

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Aberdeen—*cont.*			£ s. d.
FRASERBURGH—*cont.*			
Fraserburgh, Female Industrial Ch. 6	188	188	164 10 0
St. Peter's - E. 6	*304	262	229 5 0
FYVIE:			
Fyvie - - P. 4	179	100	101 17 0
Fyvie, Female - P. 4	123	68	75 3 0
		26	17 3 0
Meiklefolla - P. 4	*154	113	104 5 0
		13	9 5 0
Steinmanhill - P. 4	*162	66	73 11 0
		30	37 14 6
Woodhead - P. 4	*162	69	71 8 6
		30	16 12 0
All Saints' - E. 4	62	31	27 13 0
St. Katharine's, Female - Ch. 4	98	39	34 12 0
GARTLY:			
Barony - - P. 3	135	44	36 14 6
Braes - - P. 3	*47	29	42 6 0
Gartly, Female Ch. 3	50	51	45 13 6
GLASS:			
Beldorney - P. 3	*100	41	46 15 0
Glass - - P. 3	162	117	127 11 6
GLENBUCKET:			
Balloch - - P. 5	35	18	27 9 0
Glenbucket - P. 5	*109	38	46 13 0
GLENGAIRN:			
Glengairn - - P. 4	*80	20	33 4 6
GLENMUICK AND TULLICH:			
Ballater - - P. 4	*316	212	215 4 0
Birkhall, Female P. 4	42	18	32 3 6
Inchmarnock, Infants - - P. 4	40	29	42 1 6
Kinord, Female P. 4	49	28	39 10 0
HUNTLY:			
Gordon - - P. 7	998	708	703 15 6
Kinnoir - - P. 7	63	45	47 10 6
Longhill - - P. 7	75	36	50 7 0
Huntly - - R. 7	78	74	64 15 0
INSCH:			
Glenfoudland - P. 3	58	52	45 15 6
Insch - - P. 3	*246	179	166 5 6
Largie - - P. 3	*128	69	61 12 1
Insch - - F.C. *c*	*		
INVERURIE:			
Market Place - P. 6	*372	230	224 5 6
		17	11 12 0
West High Street - P. 6	*188	167	163 5 6
St. Mary's - - E. 6	81	63	49 12 6
KEIG:			
Keig - - - P. 4	197	109	107 7 6
		20	7 7 6
KEITHHALL AND KINKELL:			
Keithhall - - P. 2	*140	72	64 17 0
		20	9 17 6

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Aberdeen—*cont.*			£ s. d.
KEMNAY:			
Kemnay - - P. 2	*508	297	264 4 0
KENNETHMONT:			
Kennethmont - P. 4	*137	82	85 15 0
		28	17 10 0
Old Town - P. 4	*63	46	46 12 6
KILDRUMMY:			
Kildrummy - P. 5	130	96	95 3 6
		18	11 10 0
KINCARDINE O'NEIL:			
Greenburn - P. 5	*60	30	28 12 0
Kincardine, O'Neil P. 5	146	89	80 3 6
		36	31 10 0
Tornaveen - P. 5	90	58	58 10 6
		20	17 10 0
Torphins - - P. 5	167	116	107 19 11
		45	33 12 6
KING EDWARD:			
Fishery - - P. 7	*80	44	42 11 0
King Edward - P. 7	*140	76	69 0 6
KININMONTH:			
Kininmonth - P. 1	*200	109	115 12 6
Ballearn, Girls - 1	60	51	42 8 6
KINNELLAR:			
Kinnellar - - P. 2	99	75	61 2 0
KINTORE:			
Kintore - - P. 2	*250	233	222 12 10
Leylodge - - P. 2	*86	55	51 3 0
Port Elphinstone P. 2	*218	143	135 5 6
Kintore, Evening	—	25	17 8 0
Kintore - - F.C.	*		
LEOCHEL-CUSHNIE:			
Cairncoullie - P. 4	*60	52	51 12 6
Corse - - P. 4	*96	94	93 3 0
Craigievar - P. 4	*140	85	80 14 0
Cushnie - - P. 4	*106	72	66 3 6
LESLIE:			
Leslie - - P. 2	108	66	60 11 0
LOGIE-BUCHAN:			
Artrochie - - P. 5	*76	61	51 17 11
Tipperty - - P. 5	*80	58	48 3 6
LOGIE-COLDSTONE:			
Logie-Coldstone P. 4	*155	92	89 14 0
Migvie - - P. 4	53	35	24 0 6
LONGSIDE:			
Kinmundy - P. 3	*173	103	100 4 0
		18	9 12 0
Longside - - P. 3	297	147	128 13 6
Longside, Girls P.	*		
Mintlaw - - P. 3	*133	123	119 2 6
Rora - - P. 3	172	120	109 15 6
		13	11 7 6
LONMAY:			
Blackhills - P. 1	*102	79	78 17 6
		15	9 2 0
Lonmay - - P. 1	*161	107	105 17 0
St. Combs P. 1	*158	142	127 15 6
		16	17 15 0

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Aberdeen—*cont.*						
LUMPHANAN:						
[illegible]	P. 5	*208	118	118	17	0
MELDRUM:						
Commercial Road	P. 5	*350	210	212	10	6
Kirk St., Infant	P. 5	126	96	81	17	0
Tulloch - -	P. 5	*70	41	38	13	6
Old Meldrum	F.C. *e*	*				
METHLICK:						
Cairnorrie -	P. 3	*104	85	70	17	0
Methlick - -	P. 3	*245	185	207	16	10
				10	7	6
MIDMAR:						
Midmar and Corsindae Memorial - -	P. 2	140	130	124	1	0
MILLBREX:						
Millbrex District, Female -	P. 4	64	45	35	9	0
[illegible]	P.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
			21	14	15	0
Millbrex District	Ch. 4	85	44	40	4	0
MONQUHITTER:						
Garmond, Female - -	P. 7	*66	31	27	4	6
Greeness - -	P. 7	*170	90	71	1	0
			45	39	8	6
Monquhitter -	P. 7	*205	170	176	8	0
MONYMUSK:						
[illegible]	P. 2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sir Arthur Grant's	P. 2	75	45	39	7	6
Tillyfourie -	P. 2	90	49	43	19	6
NEW BYTH:						
[illegible]	P. 7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
New Byth -	P. 7	*242	134	140	15	6
Upper Brae -	P. 7	*121	85	74	7	6
NEW DEER:						
Brucklay, Infant	P. 6	106	83	64	2	0
Cairnbanno -	P. 6	*164	82	75	3	6
Knaven - -	P. 6	*100	80	70	9	0
Mitchells - -	P. 6	74	65	56	17	6
New Deer - -	P. 6	*224	162	168	9	6
Oldwhat - -	P. 6	*120	42	30	6	0
Whitehill - -	P. 6	*151	114	110	2	0
			31	20	7	6
Bonnykelly -	6	*124	51	47	17	0
NEWHILLS:						
[illegible]	P. 7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Buxburn - -	P. 7	*480	422	363	14	8
			88	63	12	0
Buxburn (late F.C.)	P. *e*	*				
Kennelhills -	P. 7	95	49	44	3	0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Stoneywood -	P. 7	329	144	156	5	0
Stoneywood, Infant - -	P. 7	*120	79	63	6	6
NEW MACHAR:						
New Machar	P. [illegible]	[illegible]	147	143	10	0
				18	17	0
Parkhill, Female - -	P. 4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Whiterashes -	P. 1	*119	77	71	4	0

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Aberdeen—*cont.*						
NEW PITSLIGO:						
[illegible]	P. 3	*70	[illegible]	[illegible]	[illegible]	[illegible]
New Pitsligo	P. 3	*209	[illegible]	[illegible]	[illegible]	[illegible]
			32	[illegible]	[illegible]	[illegible]
St. John's - -	E. 3	*314	121	105	11	0
OLD DEER:						
Bank - -	P. 3	100	74	63	4	0
			21	12	12	0
Bulwark -	P. 3	63	54	45	13	2
Clochcan -	P. 3	*110	88	69	14	0
Fetterangus -	P. 3	110	100	92	10	0
Old Deer - -	P. 3	240	84	88	14	0
Old Deer, Girls	P.	*				
Shannas - -	P. 3	*110	103	94	1	6
Stuartfield, Girls	P. 3	*140	144	120	18	0
Old Deer - -	F.C. *e*	*				
OLD MACHAR:						
Denmore - -	P. 3	*101	63	60	16	0
Old Aberdeen -	P. 5	*252	228	223	17	8
Rubislaw -	P. 3	*333	330	306	5	6
[illegible]	P. 3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible] (late F.C.) - -	P. *e*	*				
Old Aberdeen, Dr. Bell's -	5	300	281	311	6	0
OYNE:						
Oyne - -	P. 3	*150	110	114	12	0
			27	22	18	0
PETERCULTER:						
[illegible]	P. 2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Craigton - -	P. 2	*180	156	[illegible]	[illegible]	[illegible]
			38	18	15	0
Eddleston -	P. 3	89	60	53	6	0
Cults Private						
[illegible]	2	184	[illegible]	[illegible]	[illegible]	[illegible]
PETERHEAD (BURGH):						
[illegible]	P. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	P. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Female - -	P. 6	*302	318	284	19	0
Infant - -	P. 6	*316	324	[illegible]	[illegible]	[illegible]
North - -	P. 6	*508	210	223	1	8
North, Infant -	P. 6	210	165	140	6	0
Girls - -	F.C. 6	*475	469	436	15	0
St. Peter's -	E. 6	273	247	214	0	6
PETERHEAD (LANDWARD):						
Blackhills -	P. 6	*130	73	70	8	6
Boddam - -	P. 6	*480	258	263	7	6
			29	18	10	0
[illegible]	P. 6	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Tortorston -	P. 6	*101	61	34	10	0
PITSLIGO:						
[illegible]	P. 3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	P. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sandhaven -	P. 6	218	130	113	3	0
			28	15	0	0
PREMNAY:						
Premnay - -	P. 2	*120	103	100	13	6
RATHEN:						
[illegible]	P. 1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Rathen - -	P. 3	*213	106	111	13	6
[illegible], Female		1	25	25	1	6
Memsie, Private		6	73	70	61	5	0

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Aberdeen—*cont.*			
RAYNE:			
North - - P. 5	*165	129	132 13 2
Old Rayne, Female - - P. 5	*76	69	60 7 6
RHYNIE:			
Duff's - - P. 3	72	59	52 6 1
Lesmore - - P. 3	58	53	56 7 6
Rhynie - - P. 3	*240	148	134 6 6
ST. FERGUS:			
Central - - P. 5	*175	143	140 10 6
		13	6 10 0
Northern - - P. 5	*101	70	67 7 0
SAVOCH:			
Arnage - - P. 1	*97	95	93 17 0
		31	18 14 0
Braeside - - P. 1	*111	79	75 0 6
Savoch, Girls - P. 1	*64	62	61 12 0
SKENE:			
Central - - P. 2	160	96	97 9 6
		23	15 2 6
Garlogie - - P. 2	80	59	52 19 0
Westhill - - P. 2	*131	77	64 3 6
Lyne - - F.C. 2	100	59	50 4 6
Skene - - F.C. *c*	*		
SLAINS:			
Collieston - - P. 1	*50	51	40 6 6
Slains - - P. 1	*100	69	74 8 0
		21	13 2 6
The Bruce Hay, Girls - - P. 1	72	71	68 4 6
STRATHDON:			
Corgarff - - P. 5	58	50	69 6 6
Forbeston, Female - - P. 5	*50	49	47 3 0
Knocklea - - P. 5	40	23	32 15 0
Strathdon - P. 5	95	40	41 5 6
Tillyduke - - P. 5	74	27	38 5 0
Ardler - - Ch. 5	57	18	27 18 6
STRICHEN:			
Strichen - - P. 1	*332	193	190 18 6
Techmuiry, 2nd P. 1	*115	42	37 4 0
All Saints' - E. 1	160	142	122 8 6
TARLAND:			
Tarland - - P. 4	193	129	125 7 6
TARVES:			
Barthol Chapel P. 4	119	90	77 11 0
		28	14 10 0
Craigdam, Female - - P. 4	*80	70	64 12 1
Tarves - - P. 4	*233	163	142 4 6
		23	14 12 6
TOUGH:			
Tough - - P. 4	*150	96	93 1 6
TOWIE:			
Towie - - P. 5	*110	87	77 19 11
TULLYNESSLE AND FORBES:			
Scots' Mill - P.	*		
Tullynessle and Forbes - - P. 4	180	99	96 1 6

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Aberdeen—*cont.*			
TURRIFF:			
Ardmiddle - P. 5	*100	69	61 17 0
Birkenhills - P. 5	*110	86	81 3 0
Fintry - - P. 5	*147	109	112 10 6
		30	23 17 6
Turriff - - P. 7	*482	378	359 10 0
		104	55 4 0
Turriff, Female P. 7	185	102	90 4 0
TYRIE:			
Tyrie - - P. 3	156	84	82 12 0
Boyndlie - - E. 3	129	75	57 6 6
UDNY:			
Pitmedden - P. 4	*142	124	118 5 0
Udny Green - P. 4	100	85	97 8 6
		39	24 10 0
YTHAN WELLS:			
Corse - - P. 5	*120	60	59 1 0
Ythan Wells - P. 5	*180	81	83 15 6
		12	6 2 0
ARGYLL.			
ACHARACLE:			
Acharacle - - P. 8	*90	51	105 15 6
		14	14 0 0
Eilanshona - P. 8	*35	11	25 16 0
Glenborrodale - P. 8	56	12	30 7 6
Kinlochmoidart P. 8	*24	10	24 5 6
Refollan - - P. 8	45	15	20 6 7
Mingarry - R. 8	60	36	40 16 6
ARDCHATTAN & MUCKAIRN:			
Achaleven - P. 6	*107	71	92 11 6
Ardchattan - P. 6	*50	26	48 6 6
Glenetive - - P. 6	*25	9	24 19 6
Letterwood - P. 6	54	23	39 15 0
Lochnell - - P. 6	*85	37	57 15 6
Taynuilt - - P. 6	*100	74	132 19 6
Ardchattan - E. 6	64		
ARDNAMURCHAN:			
Achosnich - P. 8	67	26	37 1 0
Glenfinnan - P. 7	*30	14	32 8 0
Glenuig - - P. 7	*40	33	31 17 0
Kilchoan - - P. 8	*60	44	65 17 0
Kilmory - - P. 8	*51	26	55 18 6
Arisaig - - Ch. 7	68	11	10 19 6
Arisaig - - R. 7	114	54	59 16 0
Polnish - - Ch. 7	56	6	20 7 6
CAMPBELTOWN (BURGH):			
Argyll Street - P. 5	142	117	99 9 6
Dalintober - P. 5	453	436	461 17 0
		33	28 2 6
Grammar - P. 5	*705	456	580 9 4
		64	55 17 0
Millknowe - P. 5	*527	366	387 4 6
Female Industrial - 5	149	131	130 3 3
St. Kieran's - R. 5	253	126	113 0 1

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		Average Attendance.	Amount.
Argyll—*cont.*			£ s. d
CAMPBELTOWN (LANDWARD):			
Auchencorvie - P. 7	*30	54	84 2 0
Drumlemble - P. 5	*[illegible]	98	111 7 6
Kilmichael - P. 8	72	85	58 1 6
Peninver - - P. 5	52	34	53 14 0
COLL:			
Acha - - - P. 8	72	18	37 3 0
Arinagour - P. 8	72	50	47 3 6
Cornaig - - P. 8	56	26	48 4 6
COLONSAY AND ORONSAY:			
Colonsay - - P. 8	47	30	39 13 6
Kilchattan - P. 8	32	5	40 13 6
CRAIGNISH:			
Craignish - P. 6	55	25	41 3 6
Barbreck, Female 6	30	17	29 14 6
CUMLODDEN:			
Furnace - - P. 6	*110	65	92 5 0
DUNOON AND KILMUN:			
Ardentinny - P. 4	60	28	40 13 6
Dunoon, Grammar P. 4	*[illegible]	[illegible]	[illegible]
Innellan - - P. 4	*[illegible]	65	[illegible]
Kirn - - - P. 4	[illegible]	192	[illegible]
Rashfield - - P. 4	*88	68	[illegible]
Sandbank - P. 4	*[illegible]	95	112 6 6
Strone - - P. 4	*[illegible]	51	20 14 0
Toward - - P. 4	*[illegible]	72	94 3 6
Dunoon, Female Industrial - F.C.	*	92	42 3 6
St. Mun's - - R. 4	71	58	58 1 6
GIGHA AND CARA:			
Gigha - - P. 5	75	65	81 1 6
GLASSARY:			
Ford - - - P. 6	*[illegible]	40	[illegible]
Glassary - - P. 6	*[illegible]	78	[illegible]
Lochgair - - P. [illegible]	*[illegible]	72	[illegible]
Minard - - P. 6	[illegible]	[illegible]	[illegible]
GLENARAY AND INVERARY (BURGH):			
Inverary, Church square - - P. 6	152	120	120 18 0
Newtown - P. 6	[illegible]	[illegible]	[illegible]
Glenaray - - Ch. 6	48	14	20 15 6
Inverary, Cregan's, Female 6	43	30	26 11 0
GLENORCHY & INISHAIL:			
[illegible] - P. 6	[illegible]	[illegible]	[illegible]
[illegible] - P. 6	[illegible]	[illegible]	[illegible]
[illegible] - P. 6	[illegible]	[illegible]	[illegible]
[illegible] - P. 6	[illegible]	[illegible]	[illegible]
INVERCHAOLAIN:			
Inverchaolain - P. 5	40	9	11 1 1
South Hall - P. 5	61	9	26 2 1

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants.	
		Average Attendance.	Amount.
Argyll—*cont.*			£ s. d
JURA:			
Ardlussa - - P. 7	*[illegible]	[illegible]	[illegible]
Feinahua - - P. 7	[illegible]	[illegible]	[illegible]
Knockrome - P. 7	[illegible]	[illegible]	[illegible]
Small Isles - P. 7	[illegible]	[illegible]	[illegible]
KILBRANDON AND KILCHATTAN:			
Ardincaple - P. 7	40	31	54 18 0
Easdale - - P. 7	*[illegible]	78	113 19 0
Luing - - P. 7	*[illegible]	46	53 19 6
KILCALMONELL:			
Clachan - - P. 5	*[illegible]	49	62 1 6
Whitehouse - P. 5	*[illegible]	28	48 12 6
KILCHOMAN:			
Gortan - - P. 7	*[illegible]	62	80 3 6
Kilchoman - P. 7	[illegible]	44	63 13 6
Kilnave - - P. 7	[illegible]	19	37 5 6
Port Charlotte - P. 7	[illegible]	124	130 0 6
Portnahaven - P. 7	[illegible]	129	144 7 6
Rockside - - P. 7	[illegible]	22	10 12 6
Portnahaven F.C.	c	28	47 4 6
KILCHRENAN & DALAVICH:			
Ardchonnel - P. 6	*37	14	63 17 6
Dalavich - P.	*		
KILDALTON			
[illegible] - P. 7	[illegible]	[illegible]	[illegible]
Glenegidale - P. 7	[illegible]	[illegible]	[illegible]
Kintour - - P. 7	*[illegible]	[illegible]	[illegible]
Oa - - - P. 7	*[illegible]	18	38 14 6
Port Ellen - P. 7	*[illegible]	160	238 2 0
		30	30 0 0
KILFINAN:			
Ardlamont - P. 5	[illegible]	30	50 5 6
Killiman - - P. 5	[illegible]	46	73 4 6
Millhouse - P. 5	*[illegible]	[illegible]	[illegible]
Otter - - P. 5	[illegible]	53	86 17 0
Tighnabruaich P. 5	*[illegible]	28	47 5 0
		116	147 6 6
		14	5 5 0
KILFINICHEN AND KILVICKEON:			
Bunessan - - P. 7	[illegible]	66	70 7 0
[illegible] - P. 7	*[illegible]	53	87 5 0
Iona - - - P. 7	[illegible]	73	100 4 6
[illegible] - P. 7	*60	23	14 12 0
[illegible]		22	60 10 1
KILLARROW AND KILMENY:			
Bowmore - - P. 7	*[illegible]	168	223 2 0
Bunahabhain - P. 7	[illegible]	[illegible]	[illegible]
Kiels - - - P. 7	[illegible]	[illegible]	[illegible]
Kilmeny - - P. 7	[illegible]	[illegible]	[illegible]
[illegible] - P. 7	[illegible]	[illegible]	[illegible]
Newton of Kilmeny - - P. 7	*[illegible]	61	87 17 6
Bowmore - -F.C.	*		

c School closed.

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Argyll—*cont.*			£ s. d.
KILLEAN AND KILCHENZIE:			
Ballochintee - P. 5	*60	14	29 19 6
Glenbarr - - P. 5	76	43	68 9 6
Kilchenzie - P. 5	*65	44	74 8 6
Killean - - P. 5	*72	39	67 4 6
Rhunahaorine - P. 5	78	45	71 10 0
KILMARTIN:			
Kilmartin - - P. 6	*160	88	108 15 0
KILMODAN:			
Kilmodan - - P. 5	*62	21	44 1 10
Stronafian - P. 4	60	30	49 5 3
KILMORE & KILBRIDE:			
Kerrera - - P. 6	48	2	17 7 6
Kilmore - - P. 6	65	21	36 13 6
Strontoiller - P. 6	45	17	36 16 6
KILNINIAN & KILMORE:			
Dervaig - - P. 7	*70	33	71 3 6
Fanmore - - P. 7	47	23	38 10 0
Morinish - - P. 7	63	33	55 1 0
Tobermory, Argyll Street - P. 7	*244	164	244 14 0
Ulva - - P. 7	*37	24	36 12 6
Dervaig, Female Industrial - Ch. *c*	*		
Tobermory, Girls Industrial -	*		
KILNINVER & KILMELFORD:			
Kilmelford - P. 6	45	20	39 15 6
Kilninver - - P. 6	*67	20	45 16 0
LISMORE AND APPIN:			
Balachulish - P. 7	*150	95	118 18 6
Baligarve - - P. 7	*88	39	67 0 0
Baligrundle P. 7	*65	32	49 7 6
Duror - - P. 7	*60	25	41 17 0
Lettermore - P. 7	46	17	34 7 0
Port Appin - P. 7	90	26	40 12 0
Strath of Appin P. 7	*130	75	134 4 6
Appin - - F.C. *c*	*		
Carnock, Glencoe, St. Mary - E. 7	81	64	64 7 6
Fasnacloich - E. 7	33	9	11 18 6
South Ballachulish, St. John's E. 7	170	109	119 14 0
		63	79 8 0
LOCHGILPHEAD:			
Aird - - - P. 6	*50	22	41 9 0
Ardrishaig - P. 6	*238	215	306 13 8
		56	34 2 0
Lochgilphead - P. 6	*288	240	352 14 4
		21	21 11 0
LOCHGOILHEAD AND KILMORICH:			
Kilmorich - P. 5	*44	22	39 11 6
Lochgoilhead - P. 5	*72	43	83 19 2
MORVEN:			
Bunavullin - P. 8	*55	30	47 10 0
Claggan - - P. 8	*68	9	16 7 8
Kinloch - - P. 8	*42	12	26 17 6
Lochaline - - P. 8	*67	35	49 9 6

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Argyll—*cont.*			£ s. d.
NORTH KNAPDALE:			
Ashfield - - P. 6	*39	8	21 19 6
Bellanoch - P. 6	73	60	105 16 9
Tayvallich - P. 6	*100	31	54 17 0
OBAN (BURGH):			
High - - P. 6	*969	633	916 19 2
	*	51	79 9 6
Free Church - Roman Catholic 6.	110	59	70 17 0
St. John's - E. 6	106	71	78 8 6
SADDELL AND SKIPNESS:			
Carradale - - P. 5	158	114	121 18 6
Saddell - - P. 5	*54	37	56 0 0
Skipness - - P. 5	54	22	42 8 6
Sperasaig - - P. 5	*30	16	26 9 6
SALEN:			
Salen - - P. 7	*120	46	80 11 6
SMALL ISLES. (*See* Inverness-shire.)			
SOUTHEND:			
Glenbreckrie - P. 5	45	35	57 15 6
Southend - - P. 5	150	67	103 5 6
SOUTH KNAPDALE:			
Auchoish - - P. 6	*27	15	32 11 6
Dunmore - - P. 5	*49	17	30 5 6
Inverneil - - P. 6	*34	20	34 18 0
Kilberry - - P. 5	*63	16	31 0 6
Ormsary - - P. 6	60	12	27 12 6
STRALACHLAN AND STRACHUR:			
Poll - - - P. 5	*72	20	39 11 6
Strachur - - P. 5	*80	62	93 6 6
		13	28 0 0
Stralachlan - P. 5	*76	31	53 6 6
STRONTIAN:			
Strontian - - P. 7	*138	72	148 5 6
TARBERT:			
Tarbert - - P. 6	*588	471	734 11 6
		45	60 7 6
TOROSAY:			
Crogan - - P. 7	*27	13	28 1 0
Kinlochspelve P. 7	*46	30	51 7 6
Lochdonhead - P. 7	*87	18	34 9 6
TYREE:			
Balimartin - P. 8	104	91	97 18 0
		31	17 6 0
Cornaigmore - P. 8	*130	106	160 18 6
Hillipol - - P. 8	*120	62	85 14 0
		29	26 17 6
Ruaig - - P. 8	*94	60	98 4 6
Scarnish - - P. 8	*70	41	65 19 6

c School closed.

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AYR.			£ s. d.
ALLOWAY:			
Alloway - - P. 3	*160	145	144 6 6
ARDROSSAN:			
Ardrossan, No. 1 P. 1	*138	127	101 0 6
Ardrossan, No. 2 P. 1	*595	481 53	486 7 9 46 7 6
Ardrossan, No. 3 P. a	*		
Saltcoats - - P. 1	*689	542 96	474 5 0 83 2 6
Ardrossan Academy 3	254	216	225 15 6
Saltcoats - - R. 2	313	267	262 17 0
AUCHINLECK:			
Auchinleck - P. 11	*312	305	298 4 0
Cronberry - P. 11	210	142	141 13 0
Darnconnor - P. 11	298	257 37	253 5 6 21 14 0
Glenmuir - P. 11	*110	28	37 2 0
Lugar Iron Works - - P. 11	*333	252	262 10 6
St. Patrick's - R. 6	275	141	122 6 0
AYR (Burgh):			
Academy, Evg. - P.	—	47	66 4 6
Grammar - - P. 3	403	366	440 8 6
Lady J. Hamilton's - - P. 3	*350	81	84 11 6
Newtonhead - P. 3	*784	701	619 9 2
Newton-on-Ayr, Academy - P. 3	*324	401	407 15 2
Russell Street - P. 2	755	591 73	595 18 7 97 0 0
Smith's Institution - - P. 3	*550	359	384 12 6
Wallacetown - P. 3	*484	384	379 4 0
Ayr - - - E. 6	297	—	d
Ayr Reformatory	*		
Ayr St. James - R. 6	180	—	d
Ayr St. Margaret's R. 6	498	—	d
Newton-on-Ayr F.C.	*	16	10 6 0
BALLANTRAE:			
Auchenflower - P. 4	*60	35	44 12 6
Ballachdowan - P. 4	*48	24	33 12 0
Ballantrae - P. 4	*208	121	117 9 0
Glenapp - - P. 4	42	8	23 18 0
BARR:			
Barr - - - P. 4	123	53	55 12 6
Clashgulloch - P. 4	43	19	33 5 0
Rowantree - P. 4	30	9	22 9 6
BEITH:			
Academy - - P. 2	*789	689 35	741 19 0 30 12 6
Greenhills - P. 2	*200	150 8	156 16 0 7 0 0
New Street - P.	*		
Beith - - P.C.	*		
Beith, Industrial Ch.	160	95	82 10 0
Gateside - -	101	100	107 11 8
COLMONELL:			
Barhill - - P. 6	*200	80	78 6 0
Colmonell - P. 6	137	69	64 9 6
Corwar - - P. 6	*60	24	39 1 0
Lendalfoot - P. 6	*46	31	42 6 0
Pinwhirry - P. 6	*60	42	44 15 6

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Ayr—cont.			£ s. d.
COYLTON:			
Coylton - - P. 2	324	274	272 0 0
Littlemill - - P. 2	214	146	147 2 0
CRAIGIE:			
Craigie - - P. 6	146	36	44 7 0
CROSSHILL:			
Crosshill - - P. 2	*275	171	156 1 3
Kirkstyle, Hall Side - - P. 2	82	49	42 17 6
DAILLY:			
Dailly - - P. 4	*227	139	138 16 0
Kilgrammie - P. 4	102	51	47 3 6
Old Dailly - P. 4	*58	45	51 12 6
Wallacetown Works - - 12	133	69	68 9 0
DALMELLINGTON:			
Dalmellington - P. 7	*323	297 27	323 1 6 23 12 6
Iron Works, Benwhat - 7	266	118	113 7 0
Iron Works, Craigmark - 7	221	82	76 4 6
Iron Works, Lethan Hill - 7	449	284 22	197 9 6 19 5 0
Iron Works, Waterside - 7	598	166	156 1 6
Roman Catholic 7	70	78	70 1 0
DALRY:			
Blairmains - P. 5	100	49	42 17 6
Townend - P. 5	*360	191	187 2 0
West End - P. 5	*625	409	614 5 0
Female Industrial 5	80	107	108 12 6
Kersland Barony Ch. 5	*281	146	136 17 6
DALRYMPLE:			
Dalrymple - P. 3	*214	133	132 17 3
Holehouse Infant P. 3	65	48	7 6 0
Dalmellington Iron Works, Kerse - - 7	165	75	72 12 0
DREGHORN:			
Crossroads - P. 1	*100	54	49 16 6
Dreghorn - P. 1	*300	317	309 18 5
Springside - P. 1	*300	297	272 1 3
DUNDONALD:			
Drybridge - P. 2	*80	20	9 9 0
Dundonald - P. 2	138	136	143 18 0
Loans - - P. 2	80	46	37 13 6
Troon Portland P. 2	*604	470	447 16 5
Troon, Academy Ch. c	*		
Troon, St. Patrick's - - R. 5	173	46	43 8 6
DUNLOP:			
Dunlop - - P. 4	*236	138	132 7 6
Lugton - - R. 5	86	54	49 5 0
EGLINTON:			
Fenwick - - P. 4	*131	93	87 3 0
Hairshaw - - P. 4	66	57	49 14 6
GALSTON:			
Allanton - - P. 12	46	13	14 4 0
Barr - - - P. 12	*436	310	309 4 0
Galston - - P. 12	*301	456	490 7 6
St. Sophia - R. 6	121	56	41 13 6
		62	57 3 0

a School closed. c School closed. d Inspection deferred.

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Ayr—*cont.*			£ s. d.
GIRVAN (TOWN):			
Girvan - - P. 4	*838	465	522 19 0
Sacred Heart - R. 12	181	101	100 1 0
GIRVAN (LANDWARD):			
Assel - - - P. 5	*50	50	64 19 6
Doune - - P. 5	*118	88	77 9 0
Girvan - - P. 5	301	235	252 0 0
IRVINE (BURGH):			
Bank Street - P. 12	*620	473	481 7 0
East Road - P. 12	*294	249	220 7 8
Fullarton - - P. 12	206	103	98 2 6
Fullarton, Loudon Street - P. 12	*517	434	402 17 0
		67	51 14 0
Roman Catholic 6	328	—	*d*
IRVINE (LANDWARD):			
Annick Lodge - P. 6	200	143	144 0 6
KILBIRNIE:			
Bridgend - - P. 4	*200	198	173 5 0
		36	27 12 0
Glengarnock - P. 4	*400	331	329 5 0
Ladyland - - P. 4	*312	255	250 7 6
Kilbirnie, Female Industrial - 4	*108	101	88 7 6
KILMARNOCK (BURGH):			
Academy - - P. 11	*753	690	760 9 6
		80	70 0 0
,, - - 6	—	552	391 16 5
Bentinck Street, Kay's Endowed P. 10	247	614	573 16 8
Dundonald Road, Grammar - P. 11	574	583	574 15 3
		147	128 12 6
Glencairn - - P. 11	*560	578	544 16 10
		34	29 15 0
High Street - P. 11	*517	515	479 11 1
		40	27 14 0
Wellington Street, Kay's Endowed P. 10	247	247	240 10 0
West Netherton P. 11	391	394	392 5 2
Industrial, High - - F.C. 3	410	310	271 5 0
Roman Catholic 3	516	360	315 0 0
Town Head District	*		
KILMARNOCK (LANDWARD):			
Crooked Holm - P. 6	*250	233	205 17 6
Grougar - - P. 6	*97	41	50 1 6
Rowallan - - P. 6	*127	125	118 6 10
KILMAURS:			
Crossbouse - P. 2	*450	388	377 3 0
		72	63 0 0
Kilmaurs - - P. 2	*290	306	291 13 6
Crosshouse, St. Mary's - - R. 5	116	43	41 5 6
KILWINNING:			
Auchentiber - P. 4	*110	49	45 5 0
Eglinton District - P. 2	*431	262	217 1 3
		15	11 16 0
Fergushill - P. 4	237	182	171 10 6
Kilwinning - P. 2	*839	564	517 19 7
		10	4 14 0
KIRKMICHAEL:			
Kirkmichael - P. 2	*143	75	73 5 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Ayr—*cont.*			£ s. d.
KIRKOSWALD:			
Kirkoswald - P. 6	*162	100	94 1 6
Maidens - - P. 6	56	46	35 18 0
Townhead - P. 6	*80	97	89 6 0
LARGS:			
Fairlie - - P. 5	140	89	91 7 6
Largs - - P. 5	*802	435	425 19 0
Largs, Female Industrial	*		
LOUDOUN:			
Darvel - - P. 6	*306	170	194 12 8
Mairs - - P. 6	151	158	138 5 0
Moor - - P. 6	35	10	24 13 0
Newmilns - P. 6	*620	425	422 15 6
		163	142 12 6
Newmilns, Lady Flora's - - 6	279	162	164 6 0
		73	63 17 6
MAUCHLINE:			
Crosshands - P. 5	83	40	41 6 0
Mauchline - P. 5	474	414	362 5 0
MAYBOLE AND MAYBOLE WEST CHURCH:			
Cairn - - - P. 11	414	406	355 5 0
Fisherton - - P. 2	*129	89	82 7 6
Ladyland - - P. 11	*952	636	698 10 7
		53	45 7 0
Minishant - P. 6	*90	61	59 16 6
St. Cuthbert - R. 6	107	79	76 17 0
MONKTON AND PRESTWICK:			
Monkton - - P. 3	*160	102	98 10 6
Prestwick - - P. 3	304	165	159 5 0
MUIRKIRK:			
Furnace Road - P. 7	479	378	362 2 8
		54	47 5 0
		253	247 17 6
Glenbuck - - P. 7	284	40	35 0 0
		59	51 12 6
Main St., Evg. - P.	—	223	221 13 6
Muirkirk - - P. 7	276	13	27 18 6
Wellwood - - P. 7	57	58	56 9 0
St. Thomas' - R. 5	190		
NEW CUMNOCK:			
Bank - - - P. 2	*176	152	149 2 0
		32	27 12 0
Dalleagles - P. 2	150	122	102 15 0
New Cumnock - P. 2	*478	415	363 2 6
New Cumnock - R. 6	98	19	14 17 0
OCHILTREE:			
Ochiltree - - P. 2	191	141	146 14 6
		13	10 12 6
Sinclairston - P. 2	133	115	125 19 0
Ochiltree - - F.C. *c*	*		
OLD CUMNOCK:			
Garallan - - P. 1	*159	130	122 13 6
Old Cumnock - P. 1	*755	521	527 10 11
Old Cumnock - R. 6	100	75	62 19 0
RICCARTON:			
Crossroads (Galston) - - P. 10	104	71	86 17 6
Hurlford - - P. 10	*533	337	421 15 0
		25	21 17 6
Riccarton - - P. 11	162	88	100 10 8
Barleith - - 4	230	93	73 9 0

d Inspection deferred.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.		Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Amount.
Ayr—*cont.*				£ s. d.
RICCARTON—*cont.*				
Caprington, Juvenile	4	100	72	64 8 3
Hurlford, St. Paul's	R. 5	247	62	54 5 0
ST. QUIVOX (LANDWARD) and NEWTON-ON-AYR (LANDWARD):				
St Quivox	P.	93	72	72 11 0
Whitletts	P.	*164	107	107 6 0
SKELMORLIE (*see* RENFREWSHIRE).				
SORN				
[illegible]	P. 4	[illegible]	[illegible]	[illegible]
Catrine	P. 4	*500	393	418 19 3
			41	47 16 1
Sorn	P. 4	*216	104	105 6 6
			22	15 12 0
STAIR:				
Stair	P. 7	191	155	149 11 0
			21	18 7 6
STEVENSTON:				
Kyle's Hill	P. 6	*289	278	265 11 4
Stevenston	P. 6	*750	693	697 10 3
			31	27 2 6
Saltcoats Academy	P.C. *c*	*		
STEWARTON:				
Kingsford	P. 10	91	34	63 1 4
Stewarton	P. 10	*799	396	506 9 4
Stewarton	F.C.	*		
STRATTON				
[illegible]	P	82	19	23 7 [illegible]
Patna	P. 11	*180	105	94 12 6
			9	6 5 0
[illegible]	P	*110	58	53 16 6
			21	14 18 [illegible]
SYMINGTON:				
Symington	P. 4	*132	68	64 6 0
TARBOLTON:				
Annbank, Ayr Colliery	P. 12	470	402	439 13 1
			151	87 [illegible]
Tarbolton	P. 10	*300	208	223 4 4
			24	21 12 3
WEST KILBRIDE				
West Kilbride	P. 5	*215	235	305 9 6
Female Industrial	*c*	*		
BANFF.				
ABERLOUR:				
[illegible]	P. 4	*210	179	209 9 0
[illegible]	P. 4	*140	[illegible]	[illegible]

Name of School Board, Name and Denomination of School, and Month when Inspection is due.		Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Amount.
Banff—*cont.*				£ s. d.
ABERLOUR—*cont.*				
Charlestown	E. 4	266	235	212 19 [illegible]
Craigellachie, Female	Ch. 4	77	60	60 7 6
ALVAH:				
Alvah	P. 2	143	69	74 17 6
Dunlugais, Female	P. 2	72	40	45 0 0
Linhead	P. 2	124	66	64 6 0
BANFF (BURGH):				
Banff	P. 5	*1,003	633	710 16 2
			90	78 15 0
St. Andrew's	E. 5	90	70	57 7 0
BANFF (LANDWARD)				
[illegible]	P. 4	*180	[illegible]	[illegible]
Hilton	P. 4	*142	63	64 4 6
			14	7 2 6
BELLIE (*see* ELGINSHIRE).				
BOHARM:				
Boharm	P. 4	*172	102	97 1 6
Forgie	P. 4	51	25	32 13 0
Maggyknockater	P. 3	*128	49	41 14 [illegible]
BOTRIPHNIE:				
Botriphnie	P. 2	*128	80	89 9 0
			28	16 0 0
BOYNDIE:				
Blairmand	P. 2	61	52	45 10 0
Boyndie	P. 2	*133	67	76 17 6
			4	3 10 0
Whitehills	P. 2	*206	251	219 13 6
			13	10 14 3
CAIRNEY				
Lower	P. 5	90	37	44 3 9
Upper	P. 5	*110	42	48 8 6
CULLEN:				
[illegible]	P. 11	*322	[illegible]	[illegible]
Seatown	G.A. *c*	*		
DESKFORD:				
Deskford	P. 3	*163	100	120 11 6
ENZIE:				
Enzie	P. 2	*220	110	120 0 0
Port Gordon	P. 3	388	264	253 12 6
FORDYCE:				
[illegible]	P. 3	40	37	31 5 0
[illegible]	P. [illegible]	[illegible]	[illegible]	[illegible]
Fordyce	P. 3	300	186	205 5 [illegible]
Fordyce, Female	P. *c*	*		
Portsoy	P. 11	*734	443	473 2 0
Sandend	P. 3	89	67	51 19 6
Portsoy, Female, Industrial	11	*100	46	38 17 0
FORGLEN:				
Forglen	P. 2	*166	116	121 1 6
			33	15 4 0
GAMRIE				
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	*170	[illegible]	[illegible]

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
Banff—*cont.*			
GAMRIE—*cont.*			
Longmanhill - P. 5	103	58	54 0 0
		18	15 15 0
		674	605 13 0
Macduff - - P. 2	*700	77	49 10 0
Macduff, Murray's - - P. 2	95	56	55 9 6
GLASS (*see* ABERDEENSHIRE).			
GLENRINNES:			
Glenrinnes - P. 4	102	65	77 4 6
GRANGE:			
Crossroads - P. 1	*168	96	87 18 6
		14	6 15 0
		64	63 3 0
Grange - - P. 1	144	22	11 10 0
Sillyearn - - P. 4	*170	70	56 5 6
INVERAVON:			
Glenlivet - - P. 4	98	58	76 1 6
		25	15 5 0
Inveravon - P. 4	*148	84	93 0 0
Morinish - - P. 4	*60	49	57 15 0
Tomnavoulin - P. 4	74	24	17 13 0
Ballindalloch, Lady McPherson Grant's - 4	73	64	68 2 0
Chapeltown (Glenlivet) - R. 4	195	76	72 8 6
		13	10 14 0
Tombae, St. Mary R. 4	144	36	32 5 6
INVERKEITHNY:			
Easterfield - P. 2	*100	42	32 18 0
Kirktown - P. 2	129	73	67 14 6
KEITH:			
Auchanachie - P. 3	*45	31	43 11 6
Fife-Keith, Infants - - P. 1	*181	93	69 13 1
Keith - - P. 1	*1,193	721	847 19 6
		138	82 7 6
New Mill - - P. 2	*226	149	147 6 1
		49	34 17 6
Tarry Croys - P. 3	*105	78	68 5 0
The Glen - - P. 4	*93	53	50 12 0
Keith - - R. 1	197	147	108 7 0
KIRKMICHAEL:			
Kirkmichael - P. 4	74	10	24 19 0
Tomintoul - P. 4	140	57	65 4 0
Tomintoul - R. 4	129	91	80 15 0
MARNOCH:			
Aberchirder - P. 8	*471	243	249 19 0
Blacklaw - P. 2	*78	66	55 5 0
Culvie - - P. 8	72	59	50 11 0
Marnoch - - P. 8	*125	92	95 12 0
Netherdale - P. 2	*77	46	44 2 6
Aberchirder - E. 8	99	79	69 2 6
MORTLACH:			
Auchindown - P. 4	*73	34	39 15 0
Kininvie - - P. 4	41	34	39 15 0
Mortlach - - P. 4	*409	368	384 18 4
		29	25 7 6
Mortlach, Female - - P.			
Dufftown - - R. 4	138	26	22 9 6

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Banff—*cont.*			
ORDIQUHILL:			
Ordiquhill - P. 3	*120	71	70 15 0
Park, Girls - Ch. 3	73	52	46 8 0
RATHVEN (and BUCKIE):			
Arradoul, Female - - P. 3	*71	45	39 2 6
Buckie - - P. 12	*905	556	508 15 2
Findochty - P. 12	*270	259	226 12 6
Portknockie - P. 12	*383	277	242 7 6
		18	14 0 0
Rathven - - P. 12	*372	247	230 13 0
Shielburn - P. 3	60	48	48 9 0
Buckie, Lady Cathcart's Industl. E. 12	150	157	145 11 9
Buckie - - R. 12	349	344	368 12 4
ROTHIEMAY:			
Rothiemay - P. 4	171	147	135 10 0
		24	14 10 0
Ternemny - P. 4	*107	79	71 18 0
BERWICK.			
ABBEY, ST. BATHAN'S:			
Abbey, St. Bathan's - - P. 5	72	39	51 9 6
AYTON:			
Ayton - - P. 6	*328	156	142 18 0
Burnmouth - P. 6	*146	88	76 15 0
BUNKLE AND PRESTON:			
Bunkle - - P. 4	100	53	56 1 6
Preston - - 4	48	51	42 14 6
CHANNELKIRK:			
Channelkirk - P. 3	*154	89	83 2 6
CHIRNSIDE:			
Chirnside - P. 6	*304	264	272 13 0
		29	25 7 6
COCKBURNSPATH:			
Cockburnspath P. 7	184	116	109 10 6
COLDINGHAM:			
Auchincrow - P. 4	*104	33	38 0 0
Coldingham - P. 6	*249	144	133 16 0
Moor - - P. 4	33	16	28 3 6
Renton - - P. 4	*125	71	64 9 6
Reston - - P. 4	*135	76	70 5 6
St. Abbs - - P. 6	133	95	93 3 0
COLDSTREAM:			
Coldstream - P 6	*376	233	228 9 0
Hirsel Law - P. 4	*120	70	68 14 6
CRANSHAWS:			
Cranshaws - P. 5	55	21	35 0 6
DUNS:			
Duns - - P. 6	635	304	316 9 0
Millburn - - P. 4	*95	49	57 18 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Amount.
Berwick—*cont.*			£ s. d.
EARLSTON:			
Earlston - - P. 7	*323	222	225 0 0
Mellerstain - 7	52	30	32 0 6
ECCLES:			
Birsham - - P. 2	88	42	37 18 0
Eccles - - P. 2	*120	74	79 15 6
Leitholm - - P. 2	143	102	102 9 6
EDROM:			
Allanton - - P. 4	115	63	61 6 6
		18	15 15 0
Edrom - - P. 4	172	64	56 19 6
Sinclair's Hill - P. 4	100	42	37 16 6
EYEMOUTH:			
Eyemouth - P. 6	*607	452	395 10 0
Eyemouth - F.C. *e*	*		
FOGO:			
Fogo - - - P. 4	95	65	67 5 6
FOULDEN:			
Foulden - - P. 4	72	46	42 12 6
GORDON:			
Gordon - - P. 4	194	159	163 18 0
GREENLAW:			
Greenlaw - P. 7	*292	164	158 3 6
Greenlaw - F.C.	*		
HUME AND STITCHELL:			
Hume - - P. 2	97	59	59 19 6
Stitchell - - P. 2	140	60	62 4 6
HUTTON:			
Hutton - - P. 4	122	79	81 7 0
Paxton - - P. 4	*95	58	51 9 0
LADYKIRK:			
Ladykirk - - P. 4	*110	71	71 14 0
LANGTON:			
Langton - - P. 4	*129	67	66 2 0
LAUDER:			
Clerkhimin - P. 3	70	39	38 0 0
Lauder - - P. 6	*436	195	227 1 6
LEGERWOOD:			
Legerwood - P. 3	103	74	81 15 0
		31	19 15 6
LONGFORMACUS:			
Longformacus - P. 5	66	28	42 0 6
"	—	24	38 10 0
MERTOUN:			
Mertoun - - P. 2	159	71	77 16 6
MORDINGTON:			
Mordington - P. 4	*87	48	56 13 6
NENTHORN:			
Nenthorn - - P. 2	105	47	52 12 6
POLWARTH:			
Polwarth - - P. 4	85	39	43 2 6

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Berwick—*cont.*			£ s. d.
SWINTON:			
Swinton - - P. 4	*221	120	126 9 0
		9	5 16 0
WESTRUTHER:			
Westruther - P. 3	*128	50	80 19 0
WHITSOME:			
Whitsome - P. 4	150	90	88 11 6

BUTE.

CUMBRAE:			
Cumbrae - - P. 5	*312	215	199 3 6
KILBRIDE:			
Lamlash - - P. 5	173	106	125 10 8
Whiteyeay - P. 5	105	53	52 2 0
Brodrick, Duke of Hamilton's	5	99	62 16 6
Corrie, Duke of Hamilton's -	5	65	34 4 6 0
KILMORY:			
Kilmory - - P. 5	*76	42	55 11 0
Little Mill - P. 5	90	37	44 5 6
Lochranza - P. 5	100	38	46 17 0
Pirnmuir - - P. 5	90	34	40 13 6
Sannox - - P. 5	98	63	70 14 6
Shiskine - - P. 5	64	26	40 3 6
Dougarie, Duke of Hamilton's	5	52	34 46 10 0
KINGARTH:			
Birgidale - - P. 4	*50	18	26 3 6
Kerrycroy - P. 4	72	32	33 8 6
Kingarth - - P 4	*120	79	88 16 0
NORTH BUTE:			
Ballianlay - P. 4	*74	42	53 15 6
Kilchattan - P. 4	45	14	24 6 0
North Bute - P. 4	*144	90	86 13 6
ROTHESAY (Burgh):			
Academy and Thomson's Institute - P. 4	807	308	345 12 6
		790	826 7 0
Rothesay - - P. 4	*947	82	74 6 9
Rothesay (late G.A.) - - P.	*		
St. Andrew's - R. 4	199	157	126 6 6

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Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
CAITHNESS.			£ s. d.
BOWER:			
Barrock - - P. 4	*98	85	115 1 0
Bower - - P. 4	*125	59	73 10 6
Gillock - - P. 4	29	27	38 19 6
Stanstill - - P. 4	*70	24	36 6 10
Stemster - - P. 4	*118	50	72 13 6
CANISBAY:			
Canisbay - - P. 4	142	69	85 17 0
Freswick - - P. 4	*90	41	46 9 6
		11	8 16 6
John o'Groats - P. 4	110	61	76 16 6
		13	10 0 0
Mey - - P. 4	*105	68	87 4 0
Stroma - - P. 4	108	53	63 2 3
DUNNET:			
Cross Roads - P. 2	185	93	67 5 1
Dunnet - - P. 3	100	87	89 11 6
Greenland - P. 2	68	50	57 7 0
HALKIRK:			
Calder - - P. 1	*120	53	101 8 6
Halkirk - - P. 1	*201	144	135 4 6
Harpsdale - P. 1	62	21	37 16 0
Leurery - - P. 1	*126	81	102 3 6
Spittal - - P. 1	*133	90	97 16 6
Westerdale - P. 1	56	44	56 10 6
KEISS:			
Aukengill - - P. 5	*80	59	66 6 6
		11	8 7 6
Keiss - - P. 5	*213	159	207 11 0
LATHERON:			
Achavanich - P. 5	*60	24	40 10 0
Berriedale - P. 5	36	19	13 7 5
Borgue - - P. 5	*150	39	59 9 6
Braemore - - P. 5	50	9	19 16 8
Bruan - - P. 5	*150	60	66 9 6
Dunbeath - P. 5	*208	130	159 0 0
Houstry - - P. 5	51	23	39 10 0
Latheron - - P. 5	*160	90	106 1 0
Lybster - - P. 5	*350	199	267 0 6
Newlands of Clyth - - P. 5	*150	96	116 7 6
Swiney - - P. 5	*110	95	111 9 0
Wheel - - P. 5	*120	38	40 8 0
Dunbeath, Female 5	43	37	40 13 6
OLRIG:			
Castletown - P. 2	*200	119	169 10 0
Durran - - P. 2	35	15	30 10 11
Murkle - - P. 2	*116	89	121 10 6
Tain District - P. 2	60	29	38 1 6
Olrig, Female - 2	172	68	75 3 3
REAY:			
Brawlbin - - P. 4	34	21	16 5 7
Brubster - - P. 4	*50	29	46 6 0
Dounreay - - P. 4	*100	29	39 2 6
Reay - - P. 4	142	69	81 11 0
Shebster - - P. 4	50	11	28 2 6
THURSO:			
Forss - - P. 4	*52	40	59 2 6
Janetstown Dist. P. 4	*92	59	83 0 0

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Caithness—*cont.*			£ s. d.
THURSO—*cont.*			
Miller Institution - - P. 2	440	323	492 19 0
Rose Street, Evening - P.	—	10	4 19 0
West - - P. 2	489	298	366 1 6
Weydale District P. 4	*96	42	65 0 0
Thurso - - F.C. 2	*189	146	159 12 2
WATTEN:			
Gersa - - P. 4	*70	39	51 6 3
Lanergill - - P. 4	*110	82	89 3 0
West Watten - P. 4	*133	75	91 5 0
WICK (BURGH):			
Pulteney Town Academy - P. 11	*489	474	508 14 6
		17	14 0 0
Wick, North - P. 11	*394	297	303 2 0
		63	45 10 0
Wick, South - P. 11	*423	291	297 11 0
WICK (LANDWARD):			
Bilbster - - P. 2	*80	32	52 6 10
Killimster - P. 2	*160	85	99 10 0
Staxigoe - - P. 2	*120	54	53 14 0
Tannach - - P. 2	*80	40	59 6 6
Thrumster - P. 2	*200	88	106 1 0
West Banks - P. 11	*350	293	379 1 6
Whaligoe - - P. 2	*92	43	52 18 6
Wick - - P. 11	146	79	79 14 6
CLACKMANNAN.			
ALLOA (TOWN):			
Academy - - P. 6	334	263	307 17 6
		32	33 2 6
Alloa Burgh - P. 3	*500	552	492 2 0
		102	89 5 0
Broad Street - P. 6	86	83	62 0 10
Half-time - - P. 12	80	37	35 3 0
" - - 3	—	33	7 16 8
Ludgate - P. 3	*423	424	333 19 6
Alloa - - E. 11	302	286	250 5 0
S. Mungo's - R. 6	180	158	159 16 0
ALLOA (LANDWARD):			
Alloa Parish - P. 11	417	363	317 12 6
		33	28 4 0
Sauchie - - P. 11	*380	238	228 14 0
Tullibody - - P. 8	*205	178	201 16 0
ALVA:			
Menstrie - - P. 4	*250	228	229 11 7
Park Place - P. 11	*1,020	787	861 8 6
Alva, Infant - - 11	*220	166	144 1 6
CLACKMANNAN:			
Clackmannan - P. 7	*350	329	287 17 6
		45	39 7 6
Forestmill - P. 7	*94	16	28 9 6
Kennet - - P. 7	121	113	112 18 6
Zetland (or Pottery) - - P. *a*	*		
DOLLAR:			
Dollar - - P. 5	414	171	175 6 6
Sheardale - - P. 11	38	25	18 1 6

a School sold.

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Clackmannan—*cont.*			
LOGIE (*see* STIRLINGSHIRE).			
TILLICOULTRY:			
Coalsnaughton - P. 11	293	222	237 7 0
		32	25 5 6
Tillicoultry - P. 11	[illegible]	125	106 2 6
DUMBARTON.			
ARROCHAR:			
Ardlui - - P. 7	30	16	29 13 6
Arrochar - - P. 7	90	33	42 19 6
BONHILL:			
Alexandria Main Street - - P. 6	[illegible]	[illegible]	[illegible]
Alexandria, North P. 6	[illegible]	[illegible]	[illegible]
Bonhill - - P. 6	465	338	364 19 6
		22	38 2 6
South James-[illegible] - - P. 6	177	261	295 18 6
Alexandria - F.C.	*		
Alexandria - R. 10	411	378	363 19 0
CARDROSS:			
Cardross - - P. 7	240	139	147 14 6
Renton - - P. 6	848	649	687 1 0
		88	77 0 0
CUMBERNAULD:			
Cumbernauld - P. 4	361	248	265 2 6
		43	37 12 6
Drumglass - P. 3	195	144	148 0 0
Southern District P. 4	52	69	68 9 6
South Muirhead, Arns - - P. 3	50	18	31 2 0
DUMBARTON (BURGH):			
Academy - - P. 5	[illegible]	350	453 9 2
		[illegible]	[illegible]
College Street - P. 5	1,033	864	898 6 0
		700	743 1 4
Kirkland - - P. 5	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]
West Bridgend P. 5	[illegible]	[illegible]	[illegible]
Dumbarton - F.C. *e*	*		
Dumbarton - R. 10	591	537	513 16 6
		84	39 18 0
KILMARONOCK:			
Ardoch Bridge - P. 7	89	40	41 19 6
Kilmaronock - P. 7	83	38	40 15 6
KIRKINTILLOCH (TOWN):			
Lairdsland - P. 6	980	603	611 16 0
		73	58 13 0
Lenzie Academy P. 6	500	234	281 19 6
Townhead - P. 6	636	606	606 12 0
		63	55 2 6
Roman Catholic 6	253	263	256 6 6

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Dumbarton—*cont.*			
KIRKINTILLOCH (LANDWARD):			
Condorrat - P. 5	222	185	155 0 0
		49	59 10 6
Gartconner - P. 5	245	158	157 5 0
Twechar - - P. 5	279	168	177 17 6
		[illegible]	57 7 6
Waterside - -	*		
LUSS:			
Luss - - - P. 7	[illegible]	[illegible]	42 17 6
Muirland - - Ch. 7	75	42	60 4 0
NEW or EAST KILPATRICK:			
Blairdardie - P. 7	79	54	40 6 0
Craigton - - P. 7	71	53	58 12 0
		12	7 18 0
Garscadden - P. 7	200	152	155 18 6
		38	46 19 [illegible]
Milngavie - - P. 3	477	402	418 16 10
		37	40 17 0
Netherton - P. 7	263	186	179 3 6
		[illegible]	[illegible]
New Kilpatrick P. [illegible]	[illegible]	[illegible]	[illegible]
Milngavie - - R. [illegible]	158	[illegible]	[illegible]
OLD or WEST KILPATRICK:			
Bowling - - P. *e*	*		
Clydebank - P. 4	1,856	[illegible]	[illegible]
		[illegible]	[illegible]
Dalmuir - - P. 10	520	351	362 3 [illegible]
		73	57 14 6
Duntocher - P. 4	499	354	410 17 6
		[illegible]	[illegible]
Gavinburn - P. 5	490	293	301 8 6
Milton - - P. 7	131	132	133 19 6
Old Kilpatrick P. [illegible]	*		
[illegible]			
Holy Redeemer's R. 10	335	256	253 13 6
Duntocher, St. Mary's - - R. 4	294	218	161 0 3
ROSENEATH:			
Kilcreggan - P. 7	176	80	81 19 0
Peaton - - P. 7	25	17	31 12 0
Roseneath - P. 7	150	85	84 1 6
ROW:			
[illegible] - P. 7	[illegible]	[illegible]	[illegible]
Glenfinn - - P. 7	75	16	34 6 6
Helensburgh, [illegible] - P. 12	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible] - P. 12	[illegible]	[illegible]	[illegible]
[illegible] Ragged Industl. P.	*		
Row - - - P. 7	200	106	97 19 6
[illegible] - P. 7	40	22	20 1 0
Helensburgh - F.C.	*		
Helensburgh, St. Joseph - - R. 10	237	133	124 12 6
[illegible] Trinity - - R. 12	143	118	126 19 6

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DUMFRIES.			£ s. d.
ANNAN:			
Academy - - P. 10	291	191	214 9 6
Annan, Infant and Female - P. 10	276	302	264 5 0
Breconbeds - P. 10	*165	121	124 9 6
Greenknowe - P. 10	228	227	240 2 11
Annan, St. Columba's - - R. 10	189	50	45 3 0
APPLEGARTH AND SIBBALDBIE:			
Sandyholm - P. 6	90	61	51 17 6
Sibbaldbie - - P. 6	66	45	50 0 0
BRYDEKIRK:			
Brydekirk - - P. 10	*169	104	78 15 6
CANONBIE:			
Canonbie - - P. 4	*350	176	203 9 0
Gilnockie - - P. 4	91	58	51 14 6
Glenzier - - P. 4	*70	49	43 7 0
Harlaw - - P. 4	*72	39	36 1 6
Rowanburn, Inft. P. 4	99	51	40 19 6
CARLAVEROCK:			
Glencaple - P. 6	106	71	67 15 6
Hutton Hall - P. 6	186	117	129 0 6
CLOSEBURN:			
Closeburn - P. 12	66	38	29 5 0
Lakehead, Girls P. 12	*110		
Gubhill - - 7	40	17	29 13 0
Wallace Hall Academy - 12	398	188	231 14 6
CUMMERTREES:			
Cummertrees - P. 6	*130	79	88 13 0
Trailtrow - - P. 6	58	25	31 17 6
DALTON:			
Dalton - - P. 6	121	77	90 5 6
DORNOCK:			
Dornock - - P. 11	180	112	117 17 0
DRYFESDALE:			
Dryfesdale - - P. 10	*728	539	621 7 0
Lockerby - - P. *c*	*		
DUMFRIES (BURGH):			
Dumfries "B" - P. *c*	*		
Greensands - P. 5	*363	249	266 6 0
Loreburn Street P. 5	*634	573	632 10 0
St. Michael's St. P. 5	*607	492	440 17 9
St. Andrew's - R. 5	736	412	434 7 10
St. John's - - E. 2	344	339	296 12 6
DUMFRIES (LANDWARD):			
Brownhall - - P. 12	*160	114	119 12 0
Catherinefield - P. 12	*189	116	109 14 0
Noblehill - - P. 12	*639	488	443 8 11
Trohoughton - P. *c*	*		
Gasstown - -	*		

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Dumfries—*cont.*			£ s. d.
DUNSCORE:			
Burnhead - - P. 1	*96	52	49 14 6
Dunscore Village P. 1	*90	67	75 15 7
Dunscore Village, Infant and Female - - P. 1	*58	21	16 4 0
Glenesslin - - P. 1	*59	44	50 0 6
DURRISDEER:			
Birleyhill - - P. 7	106	52	62 1 6
Durrisdeer - - P. 7	103	72	76 10 6
Enterkinfoot - 5	47	26	38 8 6
ESKDALEMUIR:			
Davington - - P. 11	*58	33	44 7 6
Eskdalemuir - P. 11	100	29	45 3 0
EWES:			
Ewes - - - P. 11	*60	47	56 11 0
GLENCAIRN:			
Craigmuie - - P. 7	40	17	32 12 0
Crossford - - P. 7	78	46	51 7 0
		195	218 16 0
Moniaive - - P. 7	241	38	27 3 0
GRAITNEY OR GRETNA:			
Gretna - - P. 11	*155	111	109 13 0
Mount Pleasant - P. 11	*160	92	89 9 0
HALFMORTON:			
Halfmorton - P. 11	*148	72	72 6 0
HODDAM:			
Hoddam - - P. 11	*294	248	217 0 0
Ecclefechan, Inft. and Industrial *c*	*		
HOLYWOOD:			
Holywood - - P. 12	152	103	108 13 0
Speddoch - - P. 12	32	24	35 15 0
Steilston - - P. 12	51	32	36 14 0
HUTTON AND CORRIE:			
Corrie - - - P. 1	*120	61	76 1 6
Hutton - - P. 1	*97	70	78 14 6
JOHNSTONE:			
Cogrieburn - - P. 11	58	35	30 19 6
		53	51 16 0
Goodhope - - P. 11	73	17	14 17 6
Johnstone - - P. 11	110	62	55 1 6
KEIR:			
Lower - - - P. 7	86	38	43 15 6
Upper - - - P. 7	100	37	34 13 0
KIRKCONNEL:			
Cairn - - - P. 7	44	18	30 6 0
Kirkconnel - P. 7	210	145	148 6 0
KIRKMAHOE:			
Dalswinton - - P. 1	79	58	50 12 0
Duncow - - P. 1	*189	97	97 17 9
KIRKMICHAEL:			
Garrel - - - P. 6	90	48	58 12 0
Nethermill - - P. 6	100	70	68 14 6
KIRKPATRICK-FLEMING:			
Gair - - - P. 11	*80	49	45 4 6
Kirkpatrick, Fleming - - - P. 11	*186	143	149 0 6

c School closed.

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Dumfries—*cont.*			
KIRKPATRICK-JUXTA:			
Dumgree - - P. 6	59	20	35 1 0
Kirkpatrick Juxta P. 6	*148	89	78 4 6
LANGHOLM:			
Langholm - - P. 7	*989	611	738 1 6
Wauchope - - P. 7	40	13	25 7 0
LOCHMABEN:			
Hightae - - P. 11	145	68	53 0 6
Lochmaben - P. 11	*509	215	231 5 6
Templand - - P. 11	*99	84	70 1 6
		8	5 0 0
Hightae - - F.C. *c*	*		
Lochmaben - F.C.	*		
MIDDLEBIE:			
Hottsbridge - P. 11	64	43	41 7 0
Middlebie - - P. 11	63	55	55 9 0
Waterbeck, Female - - P. 11	71	33	26 2 0
Eaglesfield, G.A. and Subscription 11	155	110	96 5 0
MOFFAT:			
Academy - - P. 3	517	306	303 0 0
Annan Water - P. 3	*44	25	20 9 6
Evan Water - P. 3	60	31	34 13 0
Moffat Water - P. 3	53	13	25 7 6
MORTON			
Gatelaw Bridge P. 7	61	57	53 7 4
Morton - - P. 7	202	101	114 3 0
Morton, Infants' P. 7	159	60	53 19 0
Carronbridge, Duke of Buccleuch's 7	141	93	97 18 0
MOUSWALD:			
Mouswald - - P. 6	136	63	60 7 6
PENPONT:			
Penpont - - P. 7	190	148	164 4 6
Woodside - - P. 7	40	17	31 6 6
RUTHWELL:			
Ruthwell - - P. 6	132	96	104 1 0
Female Industrial 6	56	52	46 15 6
ST. MUNGO:			
St. Mungo - - P. 1	*150	117	119 4 0
SANQUHAR:			
Sanquhar - - P. 5	392	312	328 13 0
Mennock Bridge, Duke of Buccleuch's - - 5	66	35	33 9 0
Wanlockhead - 7	109	129	133 14 6
TINWALD:			
Amisfield - - P. 12	*146	82	78 16 6
Shieldhill - - P. 12	66	52	66 0 6
TORTHORWALD:			
Collin - - - P. 12	*136	115	126 13 6
Torthorwald - P. 12	100	40	33 1 0
TUNDERGARTH:			
Tundergarth - P. 1	91	71	76 19 0
TYNRON:			
Tynron - - P. 7	36	18	30 14 0
Tynron, Endowed P. 7	63	33	49 15 0
WAMPHRAY:			
Wamphray - - P. 6	138	71	74 13 6
WESTERKIRK:			
Megdale - - P. 11	25	11	24 19 0
Westerkirk - P. 11	106	41	37 16 0
EDINBURGH.			
BORTHWICK:			
Borthwick - - P. 3	94	64	58 11 4
Gorebridge, Heritor's, Girls - P. 3	99	72	70 16 0
Newlandrig, Subscription - - 3	101	96	84 5 0
CARRINGTON:			
Carrington - - P. 5	*130	66	71 3 6
COCKPEN:			
Bonnyrigg - - P. 4	*301	223	227 17 6
Cockpen - - P. 4	*120	78	82 3 0
Bonnyrigg, Girls 4	237	220	223 17 0
COLINTON:			
Colinton - - P. 1	265	103	100 10 5
Juniper Green, Infant and Industrial - - P. 1	*146	121	96 8 6
Juniper Green, Male - - P. 1	*223	174	183 7 4
Longstone, Female P. 1	*156	83	76 9 6
Swanston - - P. 1	33	33	27 4 0
CORSTORPHINE:			
Corstorphine - P. 2	314	268	249 3 6
CRAMOND:			
Cramond - - P. 7	164	58	88 12 0
Davidson's Mains and Female - P. 7	245	178	180 6 6
Granton, Mixed and Infants - P. 7	300	274	241 13 9
Leith - - P. 7	*98	43	42 16 6
Cramond - F.C. *c*	*		
CRANSTON:			
Cousland - - P. 3	*107	67	86 6 0
Cranston - - P. 3	116	110	106 13 0
CRICHTON:			
Crichton - - P. 3	*210	136	125 3 6
Pathhead, St. Mary's - - E. 3	80	46	36 16 0
CURRIE:			
Balerno - - P. 1	*176	129	133 10 0
Currie - - - P. 1	*178	134	130 16 6
Hermiston - - P. 1	61	30	28 6 6
Balerno, St. Munro's - - - E. 1	126	86	80 19

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Edinburgh—*cont.*			
DALKEITH (Town):			
Back Street - P. 7	*265	207	197 12 0
Burgh - - - P. 7	*500	485	424 7 6
St. David's - - R. 2	282	166	142 17 6
DALKEITH (Landward):			
Dalkeith - - P. 7	178	172	193 1 6
Whitehill Colliery 7	121	90	84 7 6
DUDDINGSTON (Landward):			
Duddingston - P. 2	*120	67	50 14 0
EDINBURGH (City):			
Abbey Hill - P. 2	769	774	803 15 6
Bristo - - P. 12	*856	768	798 14 6
		135	185 14 0
Canonmills - P. 1	850	764	855 5 2
Castle Hill - P. 11	913	826	907 2 6
		110	135 4 4
Causewayside - P. 1	*972	608	673 15 6
Dalry - - - P. 3	1,712	1,467	1,607 9 4
		128	147 10 3
Davie Street - P. 10	586	497	495 12 6
Dean - - - P. 6	*565	536	562 2 8
Fountainbridge P. *c*	*		
Leith Walk - P. 3	*1,483	1,429	1,630 14 7
		242	252 9 7
London Street - P. 2	1,266	1,468	1,594 10 10
		148	129 10 0
Lothian Road - P. 7	950	886	995 4 6
		200	235 1 1
Milton House - P. 2	1,174	980	1,042 16 2
		83	94 8 6
New Street - P. 12	706	452	459 3 0
North Canongate P. 4	*1,045	879	961 12 0
North Merchiston P. 4	1,016	989	1,021 7 4
Regent Road - P. 10	883	834	914 3 0
St. Bernard's - P. 10	*1,041	1,088	1,162 11 0
		48	62 18 0
St. Leonard's - P. 4	*1,463	1,022	1,162 3 0
		107	93 12 6
Sciennes - - P. 3	1,323	1,276	1,458 4 6
		88	126 12 6
South Bridge - P. 1	1,281	1,147	1,263 14 0
		103	148 2 6
Stockbridge - P. 7	*727	787	873 12 6
		68	89 6 6
Torphichen St. - P. 11	988	875	991 1 0
		148	161 10 0
Warrender Park P. 5	912	929	1,056 8 0
West Fountainbridge - - P. 6	*937	852	915 4 2
		187	163 12 6
Abbey Hill - E. 12	243	175	176 3 6
All Saints' - E. 11	417	256	252 13 0
Buccleuch - 7	*291	227	199 12 6
Canongate, Burgh	*		
Canongate - S.	*		
Deaf and Dumb Institution - 4	108	—	299 13 9
Glen Street - R. 12	579	376	387 8 0
Greenside, Girls	*		
James Gillespie's 6	1,650	1,244	1,495 4 10
Lady Glenorchy's 7	214	205	178 4 10
Morningside - F.C.	*		
New Grey Friars S. 5	*253	193	170 3 6
Newington - F.C. 3	*177	120	140 15 0
Normal & Model F.C. 6	*926	801	897 9 6
Normal Practising Ch.6	930	336	400 10 0
Northern District F.C.	*		
Pelrig - - F.C.	*		

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Edinburgh—*cont.*			
Edinburgh (City)—*cont.*			
Pleasance Territorial - F.C. 7	*182	184	145 18 11
Practising - E. 6	360	291	300 16 6
Royal Blind - 12	143	42	209 14 9
St. Andrew's - E. 11	351	262	229 5 0
St. Ann's - - R. 2	546	435	433 0 6
St. Columba's - E. *c*	*		
St. Cuthbert's Indl. 5	128	95	93 3 0
St. George's - E. 11	130	132	119 11 0
St. George's, Local G.A. 5	470	210	239 18 6
St. James' - - E. 2	239	172	180 11 0
St. John's - - E. 11	330	228	219 17 0
St. John, Victoria Street, Heriot	*		
St. Margaret's, Easter Rd. G. & I. E. 12	288	201	175 17 6
St. Mary's, Canonmills - - F.C.	*		
St. Mary's Cathedral, Albany St. R. 5	171	54	50 16 0
St. Mary's Cathedral, York Lane - R. 5	686	352	349 2 0
St. Mary's, Lothian Street - - R. 2	*653	347	353 7 6
St. Patrick's - R. 2	*415	221	235 11 0
St. Stephen's - S. *c*	*		
Tolbooth - - S.	*		
EDINBURGH (ST. CUTHBERT'S and DEAN):			
Coltbridge - P.	*		
Gorgie - - P. 12	1,032	993	1,096 16 0
Roseburn - - P. 12	921	244	251 6 0
Slateford - - P. 1	*177	109	105 10 8
South Morningside P. 7	621	587	638 5 0
St. Cuthbert's - R. 1	144	74	74 0 6
FALA and SOUTRA:			
Fala and Soutra P. 4	*80	62	60 3 6
GLENCORSE:			
Glencorse - - P. 2	*200	157	134 6 0
HERIOT:			
Heriot - - P. 8	108	78	87 6 0
INVERESK (Landward):			
Cowpits - - P. 11	*59	53	46 7 6
Craighall - - P. 11	75	25	23 15 0
KIRKNEWTON and EAST CALDER:			
East Calder - P. 2	*272	273	283 12 8
Kirknewton - P. 2	135	79	78 17 0
Oakbank - - P. 2	122	113	98 17 6
Sunnyside - P. 2	25	21	17 15 11
Wilkieston - P. 2	*130	97	99 16 0
LASSWADE:			
Lasswade - - P. 6	*420	335	387 19 0
		14	7 14 0
Loanhead - - P. 6	*494	416	424 1 8
		20	15 10 0
Pentland - - P. 6	250	164	168 5 6
		36	29 0 0
Rosewell - - P. 6	*292	239	261 4 4
		21	15 0 0
Roslin - - P. 6	*394	287	332 10 1
		32	22 15 0

c School closed.

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Edinburgh—*cont.*					
LASSWADE—*cont.*					
Loanhead St. Margaret's - R. 6	205	176	180	7	0
LEITH (BURGH):					
Academy - - P. 7	435	285	294	14	1
Bonnington Road P. 12	*887	848	891	16	6
		15	18	19	6
Couper Street - P. 6	1,873	—	*d*		
Craighall Road - P. 6	1,459	723	616	4	4
Great Junction St. P. 10	869	482	512	13	0
Great Junction St., Temporary P. *c*	*				
Links Place - P. 11	*776	520	540	15	0
Lochend Road - P. 10	1,849	1,276	1,438	19	0
Lorne Street - P. 12	*706	674	758	8	0
		83	108	18	6
Newhaven, Madras P. *c*	*				
Newhaven, Victoria - - P. 6	*503	476	489	3	0
		46	63	17	0
North Fort Street P. 12	*1,040	1,018	1,104	7	8
		138	208	14	6
Science College, Evening - - P.	—	15	58	2	6
St. Thomas - P. 11	394	232	241	6	0
Yardheads - P. 11	*1,259	805	876	7	6
		109	156	1	6
St. James' - R. 11	*371	318	278	5	0
St. Joseph's - R. 6	104	29	30	1	0
St. Mary's - R. 6	734	512	489	5	0
St. Ninian's - F.C. *c*	*				
LEITH, SOUTH (LANDWARD):					
South Leith - P. 11	*260	241	241	4	0
LIBERTON:					
Bourdichouse - P. 3	291	198	167	13	0
Gilmerton - - P. 3	*356	214	220	9	0
Liberton - - P. 3	223	206	212	14	0
The Niddrie - P. 3	128	124	108	10	0
Gilmerton, The Anderson Female Industrial - 3	110	92	82	18	0
New Craighall, Benhar Coal Company's - 3	448	372	361	8	6
MID-CALDER:					
[illegible] - P. 3	116	87	90	3	2
[illegible] - P. 2	50	11	25	14	6
Mid Calder - P. 3	*285	182	196	4	7
[illegible] - P. 3	306	247	216	2	6
MUSSELBURGH (BURGH):					
Grammar - - P. 11	350	176	188	2	0
Fisherrow, Burgh P. 11	*1,093	776	679	0	0
Musselburgh - P. 11	*424	371	332	5	4
Back of Fisherrow - - F.C. *c*	*				
St. Peter's - E. 11	262	246	221	12	3
NEWBATTLE:					
Easthouses - P. 7	62	44	37	19	0
Newbattle - P. 7	679	457	461	18	0
		36	31	7	6
NEWTON:					
Edmonstone - P. 4	66	41	37	5	6
Newton - - P. 4	195	145	141	14	0

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Edinburgh—*cont.*					
PENICUIK:					
[illegible] - - P. 5	*[illegible]	56	51	12	6
[illegible] - - P. 2	*[illegible]	254	287	16	6
[illegible] Burn P. 5	*[illegible]	31	29	9	6
[illegible] - - P. 2	*[illegible]	252	279	0	6
[illegible], Infant P. 2	125	91	78	5	0
[illegible] - - E. 2	204	179	166	5	6
[illegible] - - R. 2	107	55	46	5	0
Valleyfield, Infant & Industrial 2	102	43	36	0	6
PORTOBELLO (BURGH):					
[illegible]obello - P. 1	*[illegible]	541	508	17	6
Tower Bank P. 1	331	308	282	18	0
Portobello, Female - - 1	147	79	65	16	0
St. John's - - R. 1	278	195	175	8	6
RATHO:					
[illegible] - - P. 5	249	209	247	11	6
[illegible] St. Mary's - - E. 5	119	60	69	5	0
STORRHILL:					
Storrhill - - P. 1	*712	466	461	10	6
STOW:					
[illegible] - - P. 8	*[illegible]	54	43	12	6
[illegible]hall - P. 8	129	72	83	0	0
Stow - - P. 8	*226	170	177	4	4
TEMPLE:					
[illegible] - - P. 5	124	66	67	15	0
[illegible] - - 5	47	24	26	14	0
WEST CALDER:					
[illegible] - P. 6	502	300	305	14	6
[illegible] - P. 7	[illegible]	84	64	17	6
[illegible] - P. 6	[illegible]	147	142	1	6
[illegible] - P. 6	*[illegible]	60	61	18	6
[illegible] - P. 7	*[illegible]	451	468	8	0
[illegible] - R. 7	*[illegible]	204	208	17	6
Woodmuir Colliery 6	68	52	49	2	0
ELGIN.					
ALVES:					
Alves - - P. 4	*200	140	145	12	0
BELLIE:					
[illegible] - - P. 4	263	123	123	16	6
[illegible] Mulnes' [illegible] - 11	516	292	348	10	8
BIRNIE:					
Birnie - - P. 4	144	93	92	5	0
		23	17	18	0
CROMDALE:					
Achanarrow - P. 4	*70	19	29	5	6
Advie - - P. 4	[illegible]	[illegible]	48	4	0
Cromdale - - P. 4	*[illegible]	79	80	19	0
Dava - - P. 4	*[illegible]	16	31	0	6
Grantown - P. 1	442	[illegible]	[illegible]	8	6

c School closed.

d Inspection deferred.

Name of School Board, Name and Denomination of School and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Elgin—*cont.*			£ s. d.
DALLAS:			
Dallas - - P. 4	*135	87	88 9 0
		8	6 0 0
Kellas, Female P. 4	*78	44	37 15 6
DRAINIE:			
Drainie - - P. 3	*85	50	56 7 0
Kinnedar - - P.	*		
Lossiemouth - P. 12	*322	537	513 12 6
		86	75 5 0
DUFFUS:			
Burghead - - P. 2	*595	379	392 6 2
		27	34 13 0
Duffus - - P. 2	232	137	158 0 0
		32	13 14 0
Hopeman - - P. 2	*501	294	309 18 0
		29	21 19 0
Roseisle - - P. 2	62	41	45 17 6
DYKE:			
Dyke - - P. 3	229	87	82 15 6
Kintessack - P. 3	57	23	21 17 0
EDINKILLIE:			
Dunphail - P. 3	*100	42	48 7 6
Half Davoch - P. 3	*50	19	29 7 0
Conicavel - - Ch. 3	58	42	42 19 0
Logie - - 3	116	61	53 7 6
ELGIN (BURGH):			
Bishopmill - P. 11	*363	213	202 5 0
East End - - P. 11	443	156	161 4 0
Elgin, Girls - P. 11	*676	442	396 19 5
West End - P. 11	*456	452	444 6 3
		68	59 10 0
Elgin - - E. *c*	*		
St. Sylvester - R. 11	185	110	96 5 0
Trades - - *c*	*		
ELGIN (LANDWARD):			
Clackmarras - P. 5	64	35	40 8 6
Mosstowie - P. 5	154	115	101 0 0
		29	14 18 0
New Elgin - P. 5	*174	123	107 12 6
		25	21 17 6
Pluscarden - P. 5	*120	85	75 2 6
		8	3 0 0
FORRES (BURGH):			
Forres - - P. 1	*400	442	500 7 0
		49	42 17 6
Infant - - P.	*		
Anderson's Endowed Institution - 1	227	194	219 5 6
Female Industrial - - *c*	*		
St. John's Industrial - - E. 1	167	162	155 2 6
KINLOSS:			
Findhorn, Female P. 3	*137	101	101 5 6
		19	16 12 6
Kinloss - - P. 3	*137	98	106 14 6
KNOCKANDO:			
Elchies - - P. 4	*150	55	59 12 0
Kirdels, Female P. 4	69	31	37 2 6
Knockando - P. 4	*188	86	83 7 6
Archiestown, Subscription - Ch. 4	*90	90	78 15 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Elgin—*cont.*			£ s. d.
NEW SPYNIE:			
New Spynie - P. 3	*102	41	31 12 6
RAFFORD:			
Burgie - - P. 3	*52	42	36 1 0
Rafford - - P. 3	80	51	52 19 6
Rafford, Female P. 3	61	35	29 18 6
ROTHES:			
Inchberry - P. 2	*108	71	75 8 6
Rothes - - P. 2	*436	345	370 10 0
		49	42 17 6
ST. ANDREW'S LHANBRYDE:			
Cranloch - - P. 3	*100	52	42 6 0
St. Andrew's, Lhanbryde - P. 3	*217	137	156 3 0
		19	16 12 6
SPEYMOUTH:			
Garmouth - P. 2	*230	153	157 8 0
Garmouth and Kingston - P. *c*	*		
Speymouth - P. 2	173	83	86 13 0
URQUHART:			
Urquhart - - P. 2	*242	126	140 14 0
		28	24 10 0
Leuchars - - 3	34	23	32 11 6
FIFE.			
ABDIE:			
Abdie - - P. 4	152	61	56 3 6
ABERDOUR:			
Aberdour - - P. 5	184	122	110 5 6
Donibristle Colliery - - P. 1	167	144	142 13 6
ANSTRUTHER, EASTER:			
Anstruther Easter - - P. 6	*332	225	225 14 0
ANSTRUTHER, WESTER:			
Anstruther, Wester P. 6	*141	72	72 0 0
		11	5 12 0
ARNGASK (*see* PERTHSHIRE).			
AUCHTERDERRAN:			
Auchterderran - P. 3	*403	244	236 11 6
		23	12 2 0
AUCHTERMUCHTY:			
Dunshalt - - P. 4	83	29	21 10 6
Madras - - P. 4	*127	105	91 17 6
North - - P. 4	194	138	147 6 0
South - - P. *c*	*		
AUCHTERTOOL:			
Auchtertool - P. 5	143	120	111 18 6
		13	5 8 0

c School closed.

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Fife—*cont.*			
BALLINGRY:			
Ballingry - - P. 1	°250	204	181 7 6
BALMERINO:			
Balmerino - P. 5	144	106	99 19 0
BEATH:			
Cowdenbeath - P. 2	°984	1,008	882 0 0
		98	55 4 6
Hill of Beath - P. 2	315	126	107 15 0
Kelty - - P. 1	°546	459	401 12 6
Lassodie - - P. 2	°277	197	194 2 0
BURNTISLAND (BURGH):			
Burntisland - P. 5	°744	566	602 3 6
		16	40 13 6
Burntisland - E. 5	242	223	192 5 6
BURNTISLAND (LANDWARD):			
Binnend - - P. 5	233	116	110 6 0
AMERON:			
Cameron - - P. 7	63	55	57 3 6
Denmead - - P. 7	°67	33	26 8 6
Radernie - - P. 7	101	45	38 6 0
CARNBEE:			
Arncroach - P. 7	°138	55	47 19 6
Carnbee - P. 7	°139	34	29 6 6
CARNOCK:			
Cairney Hill - P. 2	°107	64	63 13 6
Carnock - - P. 2	154	109	108 14 6
CERES:			
Ceres - - P. 5	179	167	173 15 2
Craigrothie - P. 5	108	58	41 15 0
COLLESSIE:			
Collessie - P. 4	131	74	64 6 0
Ladybank - P. 4	°416	264	265 17 5
Collessie - F.C.	•		
CRAIL:			
Crail - - P. 6	352	223	224 8 0
		13	11 4 0
CREICH:			
Creich - - P. 5	°104	73	73 4 0
Brunton, Flisk, and Creich - F.C.	•		
CULROSS:			
Culross - - P. 11	137	97	97 12 0
CULTS:			
Cults - - P. 5	°150	123	109 3 0
CUPAR (BURGH):			
Castlehill - - P. 12	715	445	437 11 1
		21	22 13 0
Kirkgate - - P. 12	°395	237	200 14 6
CUPAR (LANDWARD):			
Bruhton - - P. 5	°67	26	16 10 0
DAIRSIE:			
Dairsie - - P. 5	135	101	87 17 0
DALGETTY:			
Holland - - P. 2	°119	83	85 17 0
Mossgreen - P. 2	°269	198	173 5 0

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Fife—*cont.*			
DUNBOG:			
Dunbog - - P. 5	120	[illegible]	[illegible]
DUNFERMLINE (BURGH):			
Commercial - P. 10	[illegible]	696	687 1 6
High (Primary) P. 11	[illegible]	105	106 14 6
McLean - - P. 11	[illegible]	117	102 7 [illegible]
Milesmark - P. 2	[illegible]	367	347 18 [illegible]
Pittencrieff - P. 11	°652	359	349 12 [illegible]
Queen Anne - P. 11	°697	40	38 10 [illegible]
St. Leonard's - P. 10	492	484	430 12 [illegible]
St. Margaret's - E. 10	151	401	412 19 [illegible]
		85	78 14 0
DUNFERMLINE (LANDWARD):			
Charlestown - P. 1	215	133	129 [illegible]
Crossford - - P. 1	°103	100	89 [illegible]
Crosscates - P. 1	342	223	209 [illegible]
Dunduff - - P. 1	78	66	65 [illegible]
Halbeath - - P. 1	[illegible]	298	260 [illegible]
Lime Kilns - P. 2	[illegible]	125	127 [illegible]
Townhill - - P. 2	[illegible]	338	333 [illegible]
		12	7 [illegible]
Welwood - - P. 2	[illegible]	130	140 [illegible]
		57	49 17 [illegible]
DUNINO:			
Dunino - - P. 7	91	61	63 7 0
DYSART (BURGH):			
		454	410 10 0
Dysart - - P. 11	[illegible]	25	15 2 0
Dysart, Half-time P. 11	[illegible]	86	78 10 0
Gallatown - P. 12	°343	269	231 16 0
Pathhead - - P. 12	°800	647	593 2 6
		647	593 2 6
Sinclairtown - P. 12	°710	91	84 12 0
DYSART (LANDWARD):			
Boreland - - P. 5	84	87	89 4 [illegible]
		34	31 13 [illegible]
Strathore - - P. 4	97	80	43 15 [illegible]
ELIE:			
Elie - - - P. 3	160	92	92 2 [illegible]
Williamsburgh P. 3	°102	66	69 2 [illegible]
FALKLAND:			
Falkland - - P. 4	°272	193	204 8 [illegible]
		16	7 10 [illegible]
Freuchie - - P. 4	°209	139	143 6 [illegible]
		12	9 15 [illegible]
FERRYPORT-ON-CRAIG:			
Ferryport-on-Craig - - P. 6	°376	338	[illegible]
		58	[illegible]
Ferryport-on-Craig - - F.C.	•		
FLISK:			
Flisk - - P. 5	°78	[illegible]	95 19 [illegible]
FORGAN:			
Forgan - - P. 6	°130	[illegible]	[illegible]
Newport - - P. 6	°[illegible]	[illegible]	[illegible]

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Fife—*cont.*			
INVERKEITHING:			
Inverkeithing - P. 1	*473	354	309 15 0
		19	16 12 6
North Queensferry - - P. 1	*140	101	93 17 0
KEMBACK:			
Kemback - - P. 5	*188	137	119 17 6
KENNOWAY:			
Kennoway - P. 4	*248	162	164 16 0
		23	8 14 0
Star - - - P. 4	110	62	74 0 0
KETTLE:			
Kettle - - P. 4	*400	240	243 6 0
KILCONQUHAR:			
Colinsburgh - P. 3	*176	61	57 11 6
Kilconquhar - P. 3	144	104	110 9 6
Earlsferry, Infant and Industrial - F.C. *c*	*		
KILMANY:			
Kilmany - - P. 5	64	45	37 18 0
Kilmany, Female P. 5	63	32	29 13 6
KILRENNY:			
Cellardyke - P. 6	*508	386	393 13 0
Cellardyke, Female - - P. *c*	*		
Kilrenny, Upper P. 6	147	85	89 19 6
KINGHORN:			
Kinghorn - P. 5	*409	259	269 8 5
		61	41 14 0
Kinghorn, Inft. P. 5	245	114	92 13 0
KINGLASSIE:			
Cluny - - P. 4	70	35	28 16 6
Kinglassie - P. 7	248	128	116 8 0
KINGSBARNS:			
Kingsbarns - P. 6	216	130	130 1 0
KIRKCALDY (BURGH):			
Abbotshall - P. 10	632	508	500 7 6
		80	70 0 0
Burgh - - P. 11	*340	214	265 7 6
East - - - P. 11	819	886	814 6 2
		34	29 15 0
Philps, Evening P.	—	50	43 15 0
West - - P. 11	*930	842	736 15 0
KIRKCALDY (LANDWARD) AND ABBOTSHALL:			
Chapel - - P. 7	*149	94	83 4 6
LARGO:			
Kirkton - - P. 3	*150	97	102 14 6
		33	14 12 0
Lundin Mill - P. 4	*178	90	87 7 6
Durham, Female, Charity - Ch. 3	*142	99	79 6 6
LARGOWARD:			
Largoward - P. 7	*164	101	104 6 0
New Gilston - P. 7	*90	70	60 2 0
LESLIE:			
Leslie - - P. 12	*799	639	668 15 6

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Fife—*cont.*			
LEUCHARS:			
Balmullo - - P. 6	*132	72	67 16 0
Guardbridge - P. 6	230	121	105 17 6
Leuchars - P. 6	232	172	139 11 6
LOCHGELLY:			
Lochgelly - P. 2	*1,019	869	821 6 3
Lumphinnan's, St. Patrick's R. 2	98	117	103 10 6
LOGIE:			
Logie - - P. 5	72	49	57 7 0
MARKINCH:			
Balcurvie - - P. 4	*292	180	191 9 6
Coaltown - - P. 4	200	133	126 6 0
		12	10 2 0
Kirkforthar Feus - - P. 4	77	30	26 10 6
Markinch - P. 4	*394	284	307 12 0
Milton - - P. 4	*104	62	49 12 0
Preston - - P. 4	*163	93	101 10 0
Thornton - - P. 4	*275	172	180 8 6
MONIMAIL:			
Easter Fernie - P. 5	*54	15	11 18 0
Letham - - P. 5	103	77	71 8 0
Monimail - - F.C.	*		
MOONZIE:			
Moonzie - - P. 5	53	37	47 17 0
NEWBURGH:			
Newburgh - P. 4	464	317	302 11 3
		34	15 4 0
Madras, Female - - Ch. *c*	*		
NEWBURN:			
Newburn - - P. 3	90	35	33 5 6
PITTENWEEM:			
East - - - P. 6	321	195	202 2 0
South - - P. 6	*220	143	120 2 4
ST. ANDREW'S (BURGH):			
Burgh - - P. 7	*568	476	547 15 6
East End - - P. 7	*359	187	152 0 6
Infants - - P. 7	280	248	212 17 0
ST. ANDREW'S (LANDWARD):			
Boarhills - - P. 7	117	59	61 7 0
Strathkinness - P. 7	*208	141	119 16 0
ST. MONANCE:			
St. Monance - P. 3	*430	338	343 1 0
Female and Infant - - G.A.	*		
SALINE:			
Saline - - P. 1	*200	141	132 18 6
SCOONIE:			
Leven - - P. 4	1,178	900	888 1 11
		27	18 12 0
Smithy Green - P. 7	65	54	50 18 0
SPRINGFIELD:			
Springfield - P. 5	*288	150	141 10 0
		30	15 8 0

c School closed.

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			Average Attendance.	Amount.
Fife—*cont.*				£ s. d.
STRATHMIGLO:				
Gateside	P.	9	71	77 2 0
Strathmiglo	P.	5	166	208 17 [illegible]
TORRYBURN:				
Torryburn	P.	2	156	145 5 6
TULLIALLAN:				
Tulliballan and Kincardine	P.	5	316	286 14 0
WEMYSS:				
Buckhaven Higher Grade	P.	[illegible]	246	260 7 6
[illegible]	P.	6	135	135 [illegible]
Kirkland Cross-roads	P.	6	28	28 [illegible]
Methil	P.	6	271	267 1 [illegible]
Wemyss	P.	8	227	227 0 [illegible]
West Wemyss, [illegible]	P.	8	27	26 [illegible]
FORFAR.				
ABERLEMNO:				
Aberlemno	P.	3	77	67 8 [illegible]
Pitkennedy	P.	4	58	46 11 [illegible]
AIRLIE:				
Airlie	P.	[illegible]	81	76 3 8
ARBIRLOT:				
Arbirlot	P.	7	92	86 17 6
Bonnington	P.	[illegible]	[illegible]	[illegible]
ARBROATH (Burgh):				
Abbey Church [illegible]	[illegible]	[illegible]	130	[illegible]
[illegible]	P.	[illegible]	686	[illegible]
[illegible]	P.	[illegible]	597	[illegible]
[illegible]	P.	[illegible]	884	[illegible]
[illegible]	P.	[illegible]	338	[illegible]
[illegible]	P.	[illegible]	561	[illegible]
[illegible]	P.	[illegible]	260	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	267	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	R.	1	93	90 [illegible]
AUCHTERHOUSE:				
Auchterhouse	P.	7	81	[illegible]
BARRY:				
Barry	P.	4	134	[illegible]
[illegible]	P.	[illegible]	468	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
BRECHIN (Burgh):				
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	P.	[illegible]	[illegible]	[illegible]

Name of School Board, Name and Denomination of School, and Month, and Inspection is due.			Amount of Grant.	
			Average Attendance.	Amount.
Forfar—*cont.*				£ s. d.
BRECHIN [illegible] WN):				
Aldbar	P.	4	78	[illegible]
[illegible] Brechin	P.	4	[illegible]	[illegible]
[illegible]	[illegible]	4	[illegible]	[illegible]
Maryton	S.	[illegible]	[illegible]	[illegible]
BROUGHTY FERRY (Town):				
[illegible]	P.	1	[illegible]	[illegible]
[illegible] Academy	P.	2	[illegible]	[illegible]
Southern	P.	1	[illegible]	[illegible]
Western	P.	3	[illegible]	[illegible]
[illegible] Burgh	P.	[illegible]	[illegible]	[illegible]
CARNOUSTIE:				
[illegible]	P.	5	85	[illegible]
CARMYLLIE:				
[illegible]	P.	7	[illegible]	[illegible]
West	P.	7	[illegible]	[illegible]
COUPAR ANGUS (now PERTHSHIRE):				
CRAIG:				
[illegible]	P.	3	[illegible]	[illegible]
[illegible]	P.	4	[illegible]	[illegible]
[illegible]	P.	4	[illegible]	[illegible]
Westerton	P.	3	41	[illegible]
DUN:				
[illegible]	P.	5	[illegible]	[illegible]
DUNDEE (Burgh):				
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	1	[illegible]	[illegible]
[illegible]	P.	5	[illegible]	[illegible]
[illegible]	P.	5	[illegible]	[illegible]
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	2	[illegible]	[illegible]
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	4	[illegible]	[illegible]
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	2	[illegible]	[illegible]
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	[illegible]	[illegible]	[illegible]
[illegible]	P.	[illegible]

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Forfar—*cont.*			
DUNDEE (Burgh)—*cont.*			
Lochee, South Road - - P. 12	399	348	298 1 2
		100	89 5 0
Mitchell Street - P. 1	1,434	537	494 16 6
Morgan Academy P. 5	973	706	862 18 0
North Cleping-ton - - - P. 10	1,147	466	498 8 3
Rosebank - - P. 3	1,310	1,119	1,184 2 10
		63	68 10 10
Rosebank Sessl. P. 3	*197	165	125 13 0
Victoria Road - P. 3	853	736	797 15 10
		277	242 7 6
Wallace Town - P. 2	*1,069	594	564 3 6
Chalmers', Girls' F.C.	*		
Constable and Wallace Works 10	230	137	101 19 6
Dens Works - 10	372	373	354 7 0
Institution for the Blind - 10	—	22	110 5 0
Lochee, Camper-down Jute Works, Half Time 10	317	177	137 6 0
Lochee - - E. 10	150	147	122 10 0
Lochee, St. Mary R. 12	*590	527	461 2 6
Lochee - - S.	*		
Meadowside, Male S. *c*	*		
Park Wynd, Infts. F.C.	*		
Pole Park Works, Half Time - 10	124	95	79 5 0
St. Andrew's, Boys R. 11	*476	244	237 14 0
		24	21 0 0
		419	386 13 6
St. Andrew's, Girls R. 11	584	102	89 5 0
St. Andrew's - S. 5	*500	410	358 15 0
St. John's, Boys, Industrial - F.C.	*		
St. John's, Girls & Infts. F.C.	*		
St. Joseph's - R. 11	881	404	378 6 6
		106	92 15 0
St. Mary's - R. 11	1,506	812	766 1 0
		178	155 15 0
St. Patrick's - R. 10	427	381	333 13 0
		33	26 12 0
St. Paul's - - E. 11	432	422	417 6 0
St. Salvador's - E. 11	858	724	633 10 0
St. Stephen's - R. 11	546	379	330 12 6
Seafield's Works, Half Time - 10	181	100	77 16 0
Smithfield - E. 11	238	176	137 17 0
Ward Mills - 7	314	187	183 0 0
DUNDEE (Landward):			
Drumgeith - P. 5	202	169	171 8 0
DUNNICHEN:			
Craichie - - P. 6	*100	66	67 16 2
Letham, Infant - P. 6	*87	48	37 10 0
Letham, Mixed - P. 6	*156	97	100 9 6
EASSIE AND NEVAY:			
Eassie and Nevay - - - P. 7	*127	98	94 11 6
EDZELL:			
Edzell - - P. 3	*185	125	111 11 0
Waterside - - P. 5	*60	14	29 2 0
FARNELL:			
Farnell - - P. 3	130	117	122 8 6

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Forfar—*cont.*			
FERN:			
Fern - - P. 4	68	47	50 6 0
FORFAR (Burgh):			
Academy - - P. 4	*260	122	146 6 6
		32	32 11 0
East - - - P. 4	*423	393	343 17 6
Female, Evg. - P.	—	45	39 7 6
Forfar - - P. 4	240	234	226 19 0
Industrial - - P. *c*	*		
Male, Evening - P.	—	29	25 7 6
North - - P. 4	*400	382	334 5 0
Wellbraehead - P. 4	*350	300	262 10 0
West - - - P. 4	*607	589	515 7 6
FORFAR (Landward):			
Kingsmuir - P. 6	*135	90	86 10 6
Lunanhead - P. 6	*147	111	99 0 0
FRIOCKHEIM:			
Friockheim - P. 7	*320	217	190 2 6
Friockheim - G.A. *c*	*		
GLAMIS:			
Glamis - - P. 6	*200	126	119 7 0
Glen Ogilvy, The Milton - P. 6	68	48	50 17 0
GLENISLA:			
Folda - - - P. 5	*81	19	30 10 0
Glenisla - - P. 5	*73	22	34 11 6
Kilry - - - P. 5	68	55	68 10 0
Brewlands - F.C. *c*	*		
GUTHRIE:			
Guthrie - - - P. 4	112	66	70 6 6
INVERARITY:			
Inverarity - P. 5	197	114	123 0 6
Kirkbuddo - P. 4	*91	40	51 2 8
INVERKEILLOR:			
Chapelton - P. 3	137	80	76 11 0
Inverkeillor - P. 3	232	181	186 7 0
KETTINS:			
Kettins - - P. 7	137	96	98 6 6
KINGOLDRUM:			
Kingoldrum - P. 5	90	45	52 12 6
KINNELL:			
Kinnell - - P. 3	*147	91	91 13 6
KINNETTLES:			
Kinnettles - P. 6	110	77	77 18 6
KIRKDEN:			
Kirkden - - P. 6	*127	66	68 1 6
KIRRIEMUIR:			
Carroch - - P. 4	*60	13	26 19 0
Kirriemuir - P. 2	*876	556	532 4 10
		38	30 6 0
Padanarum - P. 4	*77	60	44 14 6
Roundyhill - P. 4	*91	72	72 19 6
Westmuir - P. 2	60	41	28 13 0
St. Mary's - - E. 2	180	178	125 19 6
LETHNOT AND NAVAR:			
Lethnot and Navar - - P. 5	*55	35	49 2 0

c School closed.

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Forfar—*cont.*			£ s. d.
LIFF, BENVIE, AND INVERGOWRIE:			
Liff - - - P. 5	133	85	88 6 0
Muirhead of Liff P. 5	*163	103	100 19 0
LINTRATHEN:			
Backwater - P. 5	30	11	26 5 6
Braes of Coull - P. 5	63	27	42 12 0
Lintrathen - P. 5	101	42	53 3 0
LOCHLEE:			
Lochlee - - P. 5	91	33	47 3 6
LOGIE-PERT:			
Grange Works - P. 3	*139	92	71 11 10
Logie-Pert - P. 3	112	58	47 5 6
		19	10 16 0
LUNAN:			
[illegible] - - P. 3	82	40	36 12 0
LUNDIE:			
Lundie - - P. 7	106	49	53 18 0
MAINS AND STRATHMARTINE:			
Downfield - P. 7	227	201	195 8 6
Mains - - P. 7	109	120	115 11 6
Strathmartine - P. 7	*150	125	110 16 6
MARYTON:			
Maryton - - P. 3	*116	50	50 13 6
MENMUIR:			
Menmuir - - P. 3	*135	85	89 8 6
MONIFIETH:			
Maitlocks - - P. 4	*126	98	92 13 0
Monifieth - - P. 4	500	291	283 12 5
		26	22 15 0
MONIKIE:			
Bankhead - P. 6	*78	35	45 6 0
Monikie - - P. 6	*100	72	76 13 6
Newbigging - P. 6	86	87	77 1 6
		34	28 0 0
Monikie, Female P.C. 6	79	47	38 19 0
MONTROSE (BURGH):			
Academy, Infant P. 12	105	63	61 1 6
Castle Street Mission - P. *c*	*		
Doward's - P. 12	220‡	303	355 15 6
Half Time - P. 12	162	99	101 0 0
[illegible] - - P. [illegible]	[illegible]	[illegible]	[illegible]
Montrose - - P. *c*	*		
North Links - P. 11	*320	205	179 7 6
Southesk - - P. 11	745	571	537 14 8
		113	91 18 6
Townhead - P. 11	*566	434	432 8 7
White's Place, Elementary - P. 12	204	137	147 11 0
[illegible] Works - - [illegible]	[illegible]	[illegible]	[illegible]
Half Time - 10	106	44	28 10 0
MONTROSE (LANDWARD):			
[illegible] - - P. 2	*208	126	114 17 0
Hill Side - - P.C.	*		

Name of School Board, Name and Description of School, and Month when Inspection is Due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Amount.
Forfar—*cont.*			£ s. d.
MURROES:			
Murroes - - P. 5	*165	96	89 3 6
NEWTYLE:			
Newtyle - - P. 7	*313	121	117 8 0
OATHLAW:			
Oathlaw - - P. 3	96	89	[illegible]
PANBRIDE:			
Muirdrum - P. 4	*50	26	[illegible]
Panbride - - P. 4	*274	222	[illegible]
PERSIE (*see* PERTHSHIRE).			
RESCOBIE:			
Rescobie - - P. 4	61	29	[illegible]
RUTHVEN:			
Ruthven - - P. 4	[illegible]	[illegible]	[illegible]
ST. VIGEAN'S & ARBROATH (LANDWARD):			
Colliston - P. 3	*170	93	[illegible]
St. Vigean's - P. 3	*188	86	[illegible]
STRACATHRO:			
Stracathro - P. 3	145	78	[illegible]
TANNADICE:			
Burnside of Inshewan - - P. 4	*67	36	[illegible]
Denside - - P. 3	75	47	[illegible]
Tannadice - P. 3	132	88	[illegible]
TEALING:			
Tealing - - P. 7	*133	96	[illegible]
Tealing Second- P. *c*	*		
HADDINGTON.			
ABERLADY:			
Aberlady - - P. 5	206	148	[illegible]
ATHELSTANEFORD:			
Athelstaneford - P. 4	*164	103	[illegible]
BOLTON:			
Bolton - - P. 4	[illegible]	[illegible]	[illegible]
DIRLETON:			
Dirleton - - P. 5	146	83	[illegible]
Gullane - - P. 5	81	78	[illegible]
Kingston - - P. 5	129	60	[illegible]
DUNBAR (BURGH):			
Dunbar, Burgh P. 1	231	243	[illegible]
[illegible] - - P. [illegible]	[illegible]	[illegible]	[illegible]
Dunbar - - P.C.	*		
DUNBAR (LANDWARD):			
Belhaven - - P. *c*	-		
East Barns - P. 3	[illegible]	[illegible]	[illegible]
West Barns - P. 3	[illegible]	[illegible]	[illegible]

a Exclusive of temporary accommodation.

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Haddington—*cont.*			£ s. d.
GARVALD:			
Garvald - - P. 4	125	54	57 0 0
GLADSMUIR:			
Gladsmuir - P. 5	113	46	40 5 6
Longniddry - P. 5	*144	85	82 6 0
Macmerry - P. 5	140	97	70 7 0
Samuelston - Ch. 5	61	30	35 16 6
HADDINGTON (BURGH):			
Industrial - - P. *c*	*		
Primary - - P. 4	*689	478	535 15 0
		49	33 17 6
Roman Catholic 4	*165	117	102 7 6
HUMBIE:			
Humbie - - P. 4	101	45	40 6 6
INNERWICK:			
Innerwick - P. 3	126	98	96 5 0
MORHAM:			
Morham - - P. 4	*60	39	35 13 6
NORTH BERWICK:			
Forth Street - P. 5	132	22	13 15 7
North Berwick P. 5	*400	319	309 12 6
Halfland Barns, Subscription - 5	68	29	36 12 0
OLDHAMSTOCKS:			
Oldhamstocks - P. 3	100	85	91 7 2
ORMISTON:			
Crossroads - P. 4	153	98	97 9 0
Ormiston - - P. 5	168	157	162 13 0
PENCAITLAND:			
Pencaitland - P. 3	193	100	108 12 6
PRESTONKIRK:			
East Linton - P. 5	364	193	185 17 5
Prestonkirk (late F.C.) - - P. *c*	*		
PRESTONPANS:			
Prestonpans - P. 2	*493	516	468 8 6
Prestonpans - F.C.	*		
SALTON:			
Salton - - P. 3	*139	96	97 12 6
SPOTT:			
Spott - - P. 4	*120	81	80 13 0
STENTON:			
Stenton - - P. 4	150	94	93 19 6
TRANENT:			
Cockenzie, District P. 2	429	295	274 11 8
Elphinstone - P. 2	*198	146	140 18 0
		490	497 9 0
Tranent - - P. 2	*608	33	22 17 6
Tranent - - F.C. *c*	*		
WHITEKIRK AND TYNNINGHAME:			
Tynninghame - P. 5	*122	80	49 1 11
Whitekirk - P. 5	*100	89	77 15 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Haddington—*cont.*			£ s. d.
WHITTINGHAME:			
Kingside Combn. P. 4	24	14	28 1 6
Whittinghame - P. 4	90	48	57 11 6
YESTER:			
Yester - - P. 4	174	103	107 11 0
Longyester - P. 4	60	30	36 4 0
INVERNESS.			
ABERNETHY AND KINCARDINE:			
Abernethy - P. 4	*198	118	161 16 0
		7	10 5 0
Dorback - P. 4	*40	14	29 18 0
Glenbrown and Glenlochy - P. 4	42	13	29 0 6
Tulloch - - P. 4	*84	28	52 0 0
ACHARACLE (*see* ARGYLLSHIRE).			
ALVIE:			
Alvie - - - P. 4	*118	55	84 19 6
Lagganlia - - P. 4	53	26	43 3 6
Lynwilg - - P. 4	22	17	31 0 0
ARDERSIER:			
Ardersier - - P. 12	*200	121	110 10 0
ARDNAMURCHAN (*see* ARGYLLSHIRE).			
BARRA:			
Castlebay - - P. 5	*170	147	177 3 6
Craigston - - P. 5	93	69	72 3 0
Minglay - - P. 5	*37	29	46 10 6
Northbay - - P. 5	*113	96	113 18 6
BOLESKINE AND ABERTARFF:			
Boleskine - - P. 3	*97	45	69 15 0
Fort Augustus - P. 3	*100	61	67 0 6
Knockchoilum - P. 3	*40	13	12 17 0
Fort Augustus - R. 3	67	24	27 2 6
Whitebridge - R. 3	67		
BRACADALE:			
Carbost - - P. 6	*70	46	67 10 0
Glenbrittle - P.	*		
Soay - - - P. 6	*25	14	29 13 6
Struan - - P. 6	*70	47	66 9 0
Carbost - - G.A.	*		
CROY AND DALCROSS:			
Balcroy - - P. 1	44	29	25 3 6
Clava - - P. 1	*112	36	47 17 6
Croy - - - P. 1	*197	101	114 16 0
DAVIOT AND DUNLICHTY:			
Brin - - - P. 2	88	25	35 8 6
Daviot - - P. 2	*80	45	67 4 6
Daviot (late F.C.) P. *c*	*		
Dunmaglass - P. 2	*50	18	34 7 6
Farr - - - P. 2	*90	37	60 8 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness *cont.*			£ s. d.
DORES			
Aldourie - - P. 2	*125	91	69 9 6
Boleskine - P. 2	*80	62	46 16 6
Stratherrick - P. 2	*140	48	64 7 0
Stratherrick - F.C.	*		
DUTHIL:			
Bunchrew - P. 7	*75	62	85 13 6
Boleskine - P. 7	*170	105	139 16 0
Croachy - P. 7	*81	55	62 15 6
Daviot - P. 7	*84	70	103 0 6
Inshes - P. 7	130	83	103 5 6
Kirkmichael - P. 7	20	14	7 18 0
Kirkhill - P. 7	*90	86	102 4 6
Lochloy - P. 7	*90	62	75 8 6
Vault Bridge - P. 7	*140	75	90 0 6
Lochgoilhead - G.A.	*		
Lochgoilhead - F.C.	*		
DUTHIL AND ROTHIEMURCHUS:			
Dunlichity - P. 4	*125	69	88 14 0
Dunlichity Bridge P. 4	*125	66	79 13 0
Duthil - P. 4	*125	70	90 3 0
Rothiemurchus P. 4	*105	72	103 10 6
GLENELG:			
Arnisdale - P. 7	*45	26	30 17 0
Inverie - P. 7	*50	16	20 14 7
Lochs - P. 7	*80	12	29 10 0
Glenmoriston P. 7	*90	40	51 12 6
Glenelg, District P. 7	*87	12	87 14 0
Inverie - P. 7	*48	27	44 13 6
GLENGARRY:			
Abertarff - P. 3	35	23	40 15 6
Glenmoriston P. 7	45	14	30 4 7
Invergarry P. 3	111	27	43 1 0
Invermoriston P. 7	*62	6	14 4 8
HARRIS:			
Berneray - P. 5	*80	79	80 7 6
Drinishader - P. 5	*105	50	56 12 0
Eyre - P. 5	*92	26	33 7 0
Kyles Scalpa - P. 5	*71	13	62 10 6
		9	13 2 6
Kyles Stockinish P. 5	*125	65	77 16 6
Miavaig - P. 5	*55	57	70 8 0
Obbe - P. 5	*55	25	29 17 6
Scarista - P. 5	*105	80	85 12 6
Scarp - P. 5	*30	32	40 3 6
Stockinish - P. 5	*42	15	37 9 6
Tarbert, Sir E. Scott's P. 5	48	87	148 2 6
		16	8 4 0
INSH:			
Insh - - - P. 4	*88	51	52 17 0
INVERNESS (BURGH):			
Crown - - P. 11	*555	378	376 15 8
		34	37 2 0
Clachnacarry - P. 11	*120	71	84 10 0
Crown Eye - P.		15	20 12 6
Inverness Park P. 11	840	568	644 1 0
High - - P. 11	*1,000	403	[illegible] 6
Merkinch - P. 11	*555	267	307 3 6
		18	14 0 0
Cathedral, Boys P. 11	200	56	80 17 6
[illegible] - - 11	*[illegible]	[illegible]	87 3 2
Roman Catholic 11	115	[illegible]	145 7 6
Bishop's - E. 11	*[illegible]	4	4 4 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness—*cont.*			£ s. d.
INVERNESS (LANDWARD):			
Ardersier - P. 1	*[illegible]	48	60 1 6
Croy - P. 1	*[illegible]	72	63 4 6
Culloden - P. 1	*[illegible]	84	89 6 6
Culloden - P. 1	[illegible]	71	86 14 6
Dunlichity - P. 1	*[illegible]	61	80 1 6
Nairn Academy - P. 2	*80	53	70 19 6
KILMALLIE:			
Achnacarry - P. 2	24	12	27 2 6
Ardgour - P. 7	*60	22	40 13 6
Banavie - P. 7	*[illegible]	26	34 2 6
Duisky - P. 7	*[illegible]	63	111 15 6
	*[illegible]	23	42 19 6
Fort William - P. 2	*270	144	224 15 6
Kilmonivaig - P. 7	[illegible]	53	73 16 6
Kinlochleven - P. 7	[illegible]	17	35 12 6
Kinlochmoidart March P. 7	*[illegible]	15	34 14 6
Onich - - P. 2	*70	42	44 14 6
Tomdoun - - P. 7	*[illegible]	16	41 16 6
Nether Lochaber, Ballachulish - P. 2	[illegible]	22	18 5 6
Fort William - R. 2	120	59	70 10 6
KILMONIVAIG:			
Kingussie - P. 2	*[illegible]	53	57 14 6
Ruthven - P. 2	*[illegible]	36	38 2 6
Tomintoul - P. 2	*60	21	30 2 6
KILMORACK:			
Beauly - - P. 12	*250	180	233 1 6
Cannich Bridge P. 3	*[illegible]	16	34 15 6
Glenurquhart - P. 3	*[illegible]	90	98 2 6
Torbreck - P. 3	*[illegible]	78	99 18 6
Beauly - R. 12	90	81	82 3 6
Muirtown - R. 3	68	14	15 12 6
KILMUIR:			
Kilmuir - P. 7	*70	76	86 12 6
	[illegible]	19	25 14 6
Kilmuir - P. 7	*125	125	203 7 6
KILTARLITY:			
Clunie - P. 3	*90	67	73 9 6
Glenconvinth - P. 3	*85	59	77 2 0
Glenelan - P. 3	[illegible]	40	53 19 0
Torbreck - P. 3	*[illegible]	77	96 19 6
Essandale - R. 3	84	16	34 6 6
KINGUSSIE:			
Dunachtonie - P. 2	*80	17	31 10 6
Kingussie - P. 2	*[illegible]	183	289 16 0
Newtonmore - P. 2	*[illegible]	81	87 12 0
KIRKHILL:			
Clachnaharry - P. 1	*[illegible]	79	84 2 6
Kirkhill - P. 1	*[illegible]	53	81 8 0
Avoch - P. 1	*70	63	63 19 6
LAGGAN:			
Corrimony - P. 4	*[illegible]	83	147 19 6
Glenmoriston - P. 4	*[illegible]	21	40 14 6
Laggan - P. 4	*40	25	41 7 6
MOY AND DALAROSSIE:			
Dalarossie - P. 4	*[illegible]	17	32 17 6
Moy - - P. 5	*70	40	50 15 6
Moy - - F.C.	*		

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness—*cont.*			£ s. d.
NORTH UIST:			
Balashare - - P. 5	*98	45	53 14 0
Boreray - - P. 5	*36	26	49 7 6
Carinish - - P. 5	*105	79	103 0 0
Claddach Kirkibost P. 5	*91	65	92 10 6
Dunskellar - P. 5	*90	30	47 14 6
Grimisay - P. 5	*70	48	64 6 0
Heisker - - P. 5	*25	25	39 19 6
Locheport - P. 5	*62	40	51 6 0
Lochmaddy - P. 5	*39	25	39 11 6
Paible - P. 5	*180	141	187 13 0
Tighary - - P. 5	*84	93	97 18 2
Trumisgarry - P. 5	*25	19	36 1 0
PETTY:			
East - - - P. 1	*104	103	115 6 9
		13	12 12 6
West - - - P. 1	*150	88	107 0 6
PORTREE:			
Braes - - P. 6	*152	131	139 7 6
		17	21 12 6
Glens - - P. 6	*30	30	53 7 0
Portree - - P. 7	*292	198	298 9 6
Raasay - - P. 6	*49	68	80 8 8
Rona - - P. 6	*52	33	50 4 11
Sconser - - P. 6	*50	39	57 2 6
Torran - - P. 6	*60	39	58 13 6
SLEAT:			
Aird - - - P. 6	*68	55	71 5 6
		18	18 2 0
		48	62 18 8
Ardvaser - - P. 6	*51	15	10 10 0
Drumfern - - P. 6	30	19	35 0 6
Duisdale - - P. 6	*116	42	43 13 5
Ferrindonald - P. 6	*90	29	35 15 0
Kylerhea - - P. 6	27	13	29 4 6
Tarscabhaig - P. 6	*80	39	55 2 6
SMALL ISLES:			
Canna - - P. 8	*22		
Eigg - - - P. 8	*60	35	65 14 0
Rum - - - P. 8	31	10	26 7 0
SNIZORT:			
Bernisdale - P. 7	*120	65	82 6 6
		16	13 4 0
Carbost Macdiarmid - - P. 7	64	56	78 9 0
		12	15 12 0
Glenhinisdale - P. 7	*33	7	22 3 0
Kensaleyre - P. 7	*76	32	49 13 6
		25	51 10 0
Uig - - - P. 7	*134	92	108 7 6
Bernisdale - F.C.	*		
SOUTH UIST:			
Balivanich - P. 5	*98	61	94 2 0
Daliburgh - P. 5	*140	75	84 5 0
Eriskay - - P. 5	*85	68	76 5 0
		107	124 17 0
Garynamonie - P. 5	*133	26	24 2 0
Howmore - - P. 5	*84	60	71 0 0
Jochdar - - P. 5	*146	90	94 12 0
		50	76 19 0
Kilerivagh - P. 5	45	49	76 7 6
Stoneybridge - P. 5	*98	55	61 17 6
Torlum - - P. 5	195	75	1 8 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Inverness—*cont.*			£ s. d.
STENSCHOLL:			
Staffin - - P. 7	*150	144	191 3 6
		24	45 0 6
Valtos - - P. 7	*90	62	75 17 6
STRATH:			
Breakish - - P. 6	*113	71	77 14 0
Broadford - P. 6	*132	91	110 13 0
Dunan - - P. 6	*63	43	66 17 0
Elgol - - P. 6	*49	38	63 18 6
Heast - - P. 6	*22	14	28 17 0
Kyleakin - - P. 6	*51	46	64 9 6
Torrin - - P. 6	*51	43	65 7 6
URQUHART AND GLENMORISTON:			
Balnain - - P. 4	*97	35	45 0 0
Bunloit - - P. 4	*60	21	38 11 0
Corrymony - P. 4	*32	25	41 17 6
Dalchreichard - P. 4	*63	21	40 9 0
Glen Urquhart P. 4	*233	135	170 14 0
Invermoriston - P. 4	*55	53	81 6 6
KINCARDINE.			
ARBUTHNOTT:			
Arbuthnott - P. 12	129	83	85 19 6
		12	6 0 0
BANCHORY-DEVENICK:			
Banchory Devenick - - P. 2	*133	97	101 0 0
Findon - - P. 2	*160	113	100 8 0
Porthlethen - P. 2	171	156	156 12 0
BANCHORY-TERNAN:			
Central - - P. 3	*308	204	201 17 0
Crathes - - P. 3	*130	92	101 12 0
		26	16 12 6
Inchmarlo - P. 3	*120	67	71 13 0
		28	24 10 0
Tilquhillie - P. 3	61	18	31 18 0
Loanhead - - F.C.	*		
Raemoir - - 3	46	41	36 16 6
Reid and Burnett, Endowed Female - - 3	112	103	90 2 6
BENHOLM:			
Benholm - - P. 12	76	65	58 15 9
Johnshaven - P. 12	*270	229	200 7 6
		59	27 13 0
BERVIE:			
Bervie - - P. 12	209	180	175 1 0
		24	21 0 0
Gourdon - - P. 12	*322	246	219 12 10
		48	25 2 0
Gordon's Female - - Ch. 12	121	92	80 10 0
DRUMOAK (*see* ABERDEENSHIRE).			

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.			Annual Grants. Average Attendance	Annual Grants. Amount £ s. d.
Kincardine – *cont.*				
DUNNOTTAR:				
Brackmurhill	P.	3	128	55 0 6
			17	9 10 0
Dunnottar	P.	3	389	369 13 0
Stonehaven	E.	3	98	15 3 6
			87	86 7 7
DURRIS:				
Crossroads	P.	2	*100	54 51 7 0
				24 13 12 6
Woodlands	P.	2	*150	71 68 1 0
			14	10 0 0
FETTERCAIRN:				
Fettercairn	P.	5	108	132 124 9 6
Fettercairn (late F.C.)	P.	c	*	
Inch	P.	5	*120	39 33 4 0
Fasque		5	79	56 52 7 6
FETTERESSO AND RICKARTON:				
Carnehill	P.	3	*102	78 74 13 6
Cookney	P.	5	*100	98 97 7 0
Muchalls	P.	3	*75	43 41 17 0
Netherley	P.	5	*67	45 44 11 6
[illegible]	P.	3	107	87 87 17 6
Stonehaven	P.	3	*545	533 535 6 0
				53 50 0 0
Tewel	P.	1	*65	44 48 13 6
Newtonhill	P.	3	79	46 45 5 6
FORDOUN:				
Cocketty	P.	5	47	38 31 13 6
Fordoun	P.	5	240	177 177 19 6
				28 18 10 0
Landsend	P.	5	*80	57 53 2 6
Tipperty	P.	5	40	18 29 9 0
GARVOCK:				
Davo, Evening	P.		–	10 3 6 0
Garvock	P.	4	92	47 61 9 0
				10 3 14 0
GLENBERVIE:				
Brae	P.	2	*72	42 50 15 0
Glenbervie	P.	2	169	105 96 3 3
KINNEFF AND CATTERLINE:				
Barras	P.	3	*60	48 55 0 0
				12 5 18 0
Kinneff	P.	3	142	68 72 4 0
Catterline	E.	3	65	58 51 19 6
LAURENCEKIRK:				
Laurencekirk	P.	1	*330	244 263 0 0
				54 24 12 0
[illegible]	P.	5	*120	81 72 7 6
[illegible]	E.	1	120	91 71 17 0
MARYCULTER:				
Boys	P.	3	74	42 43 6 0
				35 19 10 0
East, Girls and [illegible]	P.	1	*60	32 33 16 6
West, Girls and Infants	P.	3	*60	53 45 13 6
MARYKIRK:				
Luthermuir	P.	2	145	75 91 3 0
Marykirk	P.	2	130	86 84 10 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.			Annual Grants. Average Attendance	Annual Grants. Amount £ s. d.
Kincardine – *cont.*				
NIGG:				
[illegible]	P.	2	211	97 99 13 6
[illegible]	P.	2	130	130 134 1 6
[illegible]	P.	2	*300	155 155 4 6
[illegible]	E.	2	103	53 53 2 6
ST. CYRUS:				
St. Cyrus	P.	12	251	178 178 13 6
				7 7 4
Shortside	P.	12	65	56 62 5 6
STRACHAN:				
Glendye	P.	3	48	34 35 1 6
Strachan	P.	3	*145	74 92 14 6
			18	5 14 6
KINROSS.				
CLEISH:				
[illegible]	P.	7	98	81 93 0 6
FOSSOWAY AND TULLIBOLE:				
[illegible]	P.	5	88	35 40 4 6
[illegible]	P.	5	*170	83 103 2 6
[illegible]	F.C.	c	*	
KINROSS:				
Kinross	P.	2	*170	339 347 16 6
				9 4 16 0
ORWELL:				
[illegible]	P.	2	*190	84 75 13 6
[illegible]		2	131	124 133 15 6
PORTMOAK:				
[illegible]	P.	5	162	77 72 15 6
KIRKCUDBRIGHT.				
ANWOTH:				
Fleetside	P.	3	*175	108 138 5 0
Laggan Branch	P.	c	*	
Skyreburn	P.	4	*94	25 37 11 0
BALMACLELLAN:				
Endowed, Free	P.	5	144	63 70 10 0
Ironmaccannie	P.	5	60	26 30 1 0
Monybuie	P.	5	80	19 29 19 0
BALMAGHIE:				
Glenlochar	P.	4	*80	45 40 17 6
Laurieston	P.	4	*120	63 60 6 0
Laurieston, Female	P.	c	*	
BARGENNAN:				
[illegible]	P.	4	60	52 60 10 0
[illegible]	P.	4	51	18 33 3 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Kirkcudbright—*cont.*			£ s. d.
BORGUE:			
Borgue - - P. 4	*258	197	220 2 0
BUITTLE:			
High - - - P. 2	*111	43	54 10 6
Palnackie - - P. 2	*124	63	65 14 0
CARSPHAIRN:			
Carsphairn - P. 5	75	31	43 0 0
COLVEND AND SOUTHWICK:			
Barnbarrock - P. 2	*83	48	53 10 6
Colvend - - P. 2	*81	32	39 19 0
Southwick - P. 2	*120	90	98 10 0
CORSOCK:			
Corsock - - P. 6	110	86	95 15 6
CROSSMICHAEL:			
Clarebrand - P. 3	*109	99	124 12 6
Crossmichael - P. 3	*200	79	80 2 6
DALRY:			
Corseglass - P. 5	36	5	18 16 6
Dalry - - P. 5	*125	117	120 13 6
Stroanfreggan P. 5	30	19	35 7 6
GIRTHON:			
Girthon - - P. 3	188	128	140 16 10
Cally, English - E. 4	139	74	76 4 6
IRONGRAY:			
Roughtree - P. 1	*62	46	55 8 6
Shawhead - P. 1	105	67	64 16 6
KELLS:			
Kells - - - P. 5	190	96	96 6 0
Mossdale - - P. 5	73	43	59 0 0
Pollharrow - P. 5	40	15	29 10 6
KELTON:			
Castle Douglas, "A." - - P. 2	*185	182	183 9 10
Castle Douglas, "B." - - P. 2	*300	279	312 2 0
Gelston - - P. 2	*103	56	63 13 0
Rhonehouse - P. 2	*125	93	96 8 6
Castle Douglas F.C. *c*	*		
Castle Douglas - R. 10	120	61	56 0 0
KIRKBEAN:			
Kirkbean - - P. 5	186	94	97 4 6
Preston - - P. 5	62	44	47 14 6
KIRKCUDBRIGHT:			
Academy (Lower Department) - P. 6	58	29	22 5 10
Johnston - - P. 3	261	164	195 7 11
Town-End - P. 3	167	90	78 14 4
Townhead - P. 3	102	71	80 4 0
Whinnie Liggate P. 3	127	59	62 19 0
Old Church - 3	97	150	131 5 0
Roman Catholic 5	126	66	48 2 1
KIRKGUNZEON:			
Kirkgunzeon - P. 2	*132	69	83 10 6
KIRKMABRECK:			
Kirkdale - - P. 4	*70	63	58 10 0
Kirkmabreck - P. 4	323	208	209 15 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Kirkcudbright—*cont.*			£ s. d.
KIRKMABRECK—*cont.*			
Creetown, St. Joseph's - R. 4	114	30	24 1 6
KIRKPATRICK-DURHAM:			
Kirkpatrick-Durham - - P. 3	172	117	121 11 6
LOCHRUTTON:			
Lochrutton - P. 2	132	62	75 17 0
MINNIGAFF:			
Cree Bridge - P. 4	*116	116	117 5 6
Stronard - - P. 4	*100	96	100 10 4
NEW ABBEY:			
Lochend - - P. 5	*95	49	55 8 0
New Abbey - P. 5	*160	108	107 15 6
PARTON:			
Parton - - P. 3	118	48	60 7 0
RERRICK:			
Auchenchairn - P. 4	*282	145	167 1 6
Dundrennan - P. 4	*235	105	110 11 0
Auchencairn - F.C. *c*	*		
TERREGLES:			
Terregles - - P. 1	*80	40	36 0 6
TONGLAND:			
Tongland - - P. 3	86	93	84 4 6
TROQUEER:			
Drumsleet - P. 2	127	40	33 15 0
Lauriekuowe - P. 6	*422	320	351 5 6
Maxwelltown, Glasgow St. - P. 6	*388	313	337 5 6
Whinnyhill - P. 2	*87	26	32 19 0
TWYNHOLM:			
Twynholm - P. 4	184	122	114 1 0
URR:			
Crocketford - P. 2	*36	50	50 16 6
Dalbeattie - P. 2	*722	476	506 7 6
		30	21 4 0
Dalbeattie, Female - - P. 2	*60	38	38 3 0
Dalbeattie, High Street - - P.	*		
Dalbeattie, Mill Street - - P. *c*	*		
Hardgate - - 2	*130	83	84 18 0
Milton - - P. 2	*72	37	41 2 6
Springholm - P. 4	*70	35	33 5 0
Dalbeattie - R. 3	150	54	45 18 6
LANARK.			
AIRDRIE (BURGH):			
Academy - P. 5	578	396	498 3 6
		70	149 2 6
		541	546 12 0
Albert - - P. 1	*593	105	86 10 0
Chapelside - P. 10	522	515	450 12 6
Rawyard's - P.	*		

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*			£ s. d.
AIRDRIE (Burgh)—*cont.*			
Victoria - - P. 5	*819	856	915 16 11
St. Margaret's - R. 11	776	121	105 17 6
West - - F.C.		567	500 9 0
AVONDALE:			
Ball Green - P. 2	*302	296	302 18 6
Barnock - - P. 2	63	42	36 15 0
Crosshill - P. 2	*421	9	24 8 0
Drumclog - P. 2	59	299	337 9 0
Gilmourton - P. 2	83	22	32 4 0
Strathaven, Evening - P.		49	59 10 0
Glengavel - - G.A.		17	32 5 0
BIGGAR:			
East - - P. *a*			
South - - P. 7	*212	216	241 19 0
West - - P. 7	210	113	130 1 6
BLANTYRE:			
[illegible] - P. 11	*617	[illegible]	[illegible]
[illegible] - P. 11	*[illegible]	[illegible]	[illegible]
Auchentiber - R. 11	119	77	75 1 0
St. Joseph's - R. 11	614	525	513 1 0
		217	189 17 6
BOTHWELL:			
Aitkenhead - P. 12	374	293	306 19 0
		94	70 14 0
Bellshill - - P. 12	*644	541	536 11 0
		83	72 12 6
Bothwell - - P. 4	*349	—	*d*
Carfin - - P. 12	208	223	230 6 0
[illegible] - P. [illegible]	*[illegible]	[illegible]	[illegible]
Chapelhall - P. 10	*370	249	239 14 0
		30	32 7 6
Holytown - - P. 10	*320	285	289 5 6
[illegible] - P. 12	[illegible]	[illegible]	[illegible]
Newarthill - P. 11	*480	303	332 14 6
		53	45 15 0
New Stevenston P. 11	*278	238	245 0 6
Tannochside P. 10	*400	149	154 12 6
[illegible] - P. [illegible]	*[illegible]	[illegible]	[illegible]
Bellshill, West End - - Ch. 12	261	217	189 17 6
Carfin - - R. 12	211	207	215 8 6
Chapelhall - R. 10	261	149	157 7 0
[illegible] - R. 12	480	[illegible]	[illegible]
Uddingstone St. John Baptist R. 11	310	176	179 13 0
		143	112 13 0
CADDER:			
Auchinearn - P. 7	*300	310	223 6 0
Auchinloch - P. 7	145	135	129 2 6
Bishopsbridge - P. 7	164	117	114 6 0
Cadder - - P. 7	150	123	128 4 6
Chryston - - P. 7	*463	244	260 8 0
Garteosh - - P. 7	*211	146	125 11 0
Lochfauld - P. 7	111	46	45 15 0
Stepps Road - P. 6	86	35	32 17 6
Chryston - - F.C. *c*			
Chryston, Female Subscription - *c*			

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Lanark—*cont.*			£ s. d.
CALDERHEAD:			
Allanton - - P. 7	160	98	96 14 [illegible]
Calderhead - P. 7	*380	305	266 13 [illegible]
Shotts - - F.C. 7	249	277	279 8 [illegible]
Shotts, St. Patrick's R. 13	205	130	118 5 [illegible]
CAMBUSLANG:			
Cambuslang - P. 6	1,030	653	730 13 0
		122	127 1 9
		591	616 14 [illegible]
Hallside - - P. 6	725	113	98 17 6
Kirkhill - - P. 6	*436	370	407 1 6
Newton - - P. 6	*548	369	376 3 0
		15	6 10 0
West Coats - P. 6	625	319	341 6 6
Newton, St. [illegible] - R. [illegible]	[illegible]	206	89 10 3
St. Bride's - R. 6	394	334	308 9 6
CAMBUSNETHAN:			
Berryhill - - P. 6	*510	377	393 17 [illegible]
Cambusnethan P. 6	*460	349	369 [illegible]
		11	11 15 [illegible]
[illegible] - P. [illegible]	*[illegible]	[illegible]	[illegible]
[illegible] - P. [illegible]	*[illegible]	[illegible]	[illegible]
Wesleyan Academy P. 6	*[illegible]	[illegible]	[illegible]
Wishaw - - P. 6	*577	79	84 5 1
Chapel - - Coltness Iron Company's Overtown *d*		285	291 309 11 4
Coltness Iron Works, New Mains - - 6	*589	505	541 14 0
		101	83 6 0
New Mains - R. 6	213	125	119 15 [illegible]
Wishaw, Lady Belhaven's - 6	52	44	33 9 [illegible]
Wishaw Main Street, Female		[illegible]	[illegible] [illegible] [illegible]
Wishaw - - R. 6	417	247	251 11 [illegible]
CARLUKE:			
[illegible] - P. 4	*[illegible]	[illegible]	[illegible] [illegible] [illegible]
Carluke, Girls and Infants - P. 4	*247	154	132 [illegible] [illegible]
Kilncadzow - P. 4	*70	35	35 [illegible] [illegible]
Law - - P. 4	*[illegible]	[illegible]	[illegible] [illegible] [illegible]
Market Place - P. 6	*257	672	666 14 0
		36	25 2 6
Yieldshields - P. 4	*100	36	35 8 6
Carluke - - R. 4	113	84	85 17 6
		71	61 12 6
CARMICHAEL:			
Carmichael - P. 5	91	61	55 14 6
CARMUNNOCK:			
Carmunnock - P. 6	*164	89	97 15 [illegible]
CARNWATH:			
Auchengray - P. 4	*182	89	91 16 [illegible]
		12	10 10 0
Braehead - - P. 4	*193	117	137 18 9
Carnwath - - P. 4	*263	141	139 6 6
Forth - - P. 4	*250	113	107 13 6
		28	24 10 0
Haywood - - P. 4	*270	216	191 8 [illegible]
		21	15 6 [illegible]

a School sold. *c* School closed. *d* Inspection deferred.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Lanark—*cont.*			£ s. d.
CARNWATH—*cont.*			
Newbigging - P. 4	*67	27	26 14 0
Tarbrax - - P. 4	261	148	145 11 0
Wilsontown - P. 4	259	152	152 10 6
		41	21 10 0
CARSTAIRS:			
Carstairs - - P. 3	191	148	157 14 0
Caledonian Railway Co.'s 3	246	147	157 11 0
St. Joseph - R. 6	104	52	52 8 0
CLARKSTON:			
Airdriehill - P. 7	*290	119	121 12 0
		53	46 7 6
Caldercruix - P. 11	*381	275	291 3 6
		78	68 5 0
Clarkston - - P. 11	*620	429	434 15 6
		104	79 13 0
,, - - 6	—	418	249 12 5
Drumbreck - P. 3	297	201	192 15 0
		56	44 18 0
Longrigg - P. 7	*302	274	271 7 6
		52	43 2 0
Longriggend - R. 10	358	203	196 4 6
COVINGTON AND THANKERTON:			
Covington - - P. 5	65	58	74 19 6
CRAWFORD:			
Crawford - - P. 5	102	66	88 9 0
Daer and Powtrail P. 5	27	19	35 5 0
Summit - - P. 5	53	22	37 3 6
CRAWFORDJOHN:			
Abington - - P. 5	83	52	64 9 6
Crawfordjohn - P. 5	105	69	83 18 6
Whitecleuch - P. 5	40	12	25 12 6
CULTER:			
Culter - - P. 5	88	51	59 11 6
DALSERF:			
Dalserf - - P. 6	201	180	190 4 6
		51	33 7 6
Shawsburn - P. 6	*300	326	328 8 3
		18	8 19 0
DALZIEL:			
Craigneuk - - P. 1	*621	347	506 7 3
		23	20 2 6
Dalziel - - P. 3	*868	833	776 10 1
		70	52 8 0
Merry Street - P. 1	769	667	716 10 0
		94	82 5 0
Milton Street - P. 11	693	417	420 0 6
Muir Street - P. 1	*684	474	716 6 9
		27	20 6 0
Craigneuk - - R. 10	413	365	368 5 6
		196	163 15 0
Motherwell - R. 11	632	501	529 3 0
		155	135 12 6
DOLPHINTON:			
Dolphinton - P. 4	82	49	59 9 0
DOUGLAS:			
Douglas - - P. 3	*280	236	257 1 6
		24	21 0 0
Rigside - - P. 3	157	113	121 17 0
Stablestone - P. 3	130	68	79 12 6
		16	14 0 0

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Lanark—*cont.*			£ s. d.
DUNSYRE:			
Dunsyre - - P. 4	46	25	42 11 0
EAST KILBRIDE:			
Auldhouse - P. 4	96	61	63 9 6
East Kilbride - P. 4	326	253	287 7 6
Jackton - - P. 4	*83	36	32 14 6
Maxwelton - P. 4	*106	54	49 7 6
GLASFORD:			
Chapelton - - P. 2	*188	103	100 1 0
Glasford - - P. 2	119	109	100 6 6
GLASGOW (BURGH):			
Abbotsford - P. 3	*1,826	1,000	1,104 0 0
		111	279 10 0
Adelphi Terrace, Temporary - P. 11	597	462	568 15 0
Alexander's - P. 6	927	503	524 9 4
Anderston - P. 2	*886	809	831 17 0
Annfield - - P. 4	1,500	958	924 6 10
		36	21 4 6
Balfour - - P. 2	342	232	225 14 0
Barrowfield - P. 11	*1,059	995	1,029 11 4
Bishop Street - P. 4	*1,380	845	892 1 0
Bridgeton - P. 12	*331	279	283 10 0
Brownfield - P. *c*	*		
Burnbank - P. *c*	*		
Calton - - P. 12	*1,512	1,149	1,239 9 0
		217	189 17 6
Camlachie - P. 11	*812	740	777 0 4
Camden Street P. 5	*1,570	1,478	1,568 5 8
		110	153 2 3
Campbellfield - P. 3	*876	724	768 18 6
Centre Street - P. 2	*1,519	1,313	1,456 18 0
City - - - P. 4	1,362	490	561 14 6
		54	174 18 6
Crookston St. - P. 2	*1,757	1,507	1,680 16 10
		189	280 2 0
Dalmarnock - P. 2	1,309	563	612 0 6
David Street - P. 5	*388	385	402 13 0
Dennistown - P. 2	1,054	1,011	1,142 14 4
		18	22 4 6
Dobbies Loan - P. 11	1,175	751	772 6 8
Dove Hill - P. 12	*1,066	706	760 7 8
Finnieston - P. 2	*436	334	288 3 0
Freeland - P. 5	*395	334	331 5 6
FreeSt.Matthew's P. *c*	*		
Garnet Hill - P. 6	*1,000	705	848 5 8
		131	277 7 0
Gorbals - - P. 3	1,355	1,300	1,463 18 6
		179	228 13 6
Greendyke Street P.	*		
Greenside Street P. 4	*817	806	850 18 6
Grove Street - P. 10	1,004	1,040	1,088 7 0
		181	297 17 6
Henderson Street P. 3	*986	877	964 0 2
High. Evening - P.	—	97	285 14 6
Highland Society P. 3	715	500	535 2 4
Hozier Street - P. 1	*913	808	857 15 6
		95	94 15 0
John Street, Bridgeton - P. 2	1139	889	1,069 12 6
		184	253 11 0
Kay - - P. 4	551	499	547 5 0
Kelvinhaugh - P. 1	*1,013	449	524 12 6
Kennedy Street P. 12	*1,495	1,333	1,402 16 6
Kent Road - P. 5	1,418	1,217	1,367 16 8
		244	349 10 6
Keppochhill - P. 3	*606	601	629 0 10
Martyrs - - P. 1	*472	449	465 12 6
Mathieson St. P. 1	*900	884	969 5 6
Milton - - P. 12	*1,140	723	771 14 6

c School closed.

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Lanark—*cont.*			
GLASGOW (Burgh)—*cont.*			
Napiershall - P. 2	1,526	1,316	1,488 18 6
		161	386 6 0
Oakbank - - P. 3	*1,534	1,018	1,114 0 0
		79	80 3 9
Oatlands - - P. 6	*1,757	1,612	1,747 18 11
		95	140 16 6
Overnewton - P. 2	*975	932	1,086 16 10
		69	80 18 9
Parkhead - - P. 4	*1,218	1,271	1,385 15 0
		87	125 11 3
Petershill - - P. 5	1,201	1,141	1,281 5 4
		185	235 9 6
Port Dundas - P.	*		
Queen Mary Street P. 4	1,130	699	704 11 0
		77	106 4 6
Rockvilla - - P. 1	*926	547	591 6 0
Rose Street, Temporary - - P. 3	403	284	299 9 0
Rose Street - P. 4	*734	653	706 9 6
Rumford Street P. 11	*1,220	1,089	1,187 4 4
St. David's - P. 4	339	560	617 3 6
St. George's Rd. P. 5	1,060	1,051	1,230 19 0
St. James's - P. 11	523	480	510 6 6
St. Matthew's - P. 5	*468	473	508 19 0
St. Rollox - P. 2	807	783	893 5 0
Shield's Road - P. 12	804	816	895 14 0
		103	220 10 0
Shuttle Street - P. *c*	*		
Springbank - P. 4	1,256	1,024	1,145 12 0
Springburn - P. 5	*1,060	1,007	1,106 12 6
Springfield - P. 11	1,628	971	1,049 11 6
Thomson Street P. 1	*1,534	1,244	1,313 15 4
		189	208 3 6
Townhead - P. 4	1,143	1,146	1,271 19 6
		270	332 9 2
Tureen Street P. 3	*1,373	1,365	1,497 4 8
		149	164 19 2
Washington Street - P. 2	1500	1,189	1,299 18 0
		159	197 19 1
Well Park - P. 2	683	664	723 10 0
		871	1,044 8 6
Whitehill - - P. 4	1,115	62	434 1 6
Wolseley Street P. 1	1,136	883	914 19 6
Woodside - - P. 5	*1,035	870	1,125 9 1
Asylum for the Blind 5	168	—	255 10 0
Blackfriars - Ch.	*		
Bluevale - - S.	*		
Bridgeton - S.	*		
Bridgeton, Sacred Heart - - R. 11	1,045	927	884 0 6
Buchanan Inst. 11	416	287	288 15 0
Calton, St. Mary's R. 3	1,847	1,392	1,282 10 11
		258	193 0 6
Christ Church - E. *c*	*		
Christian Institute, Evening	164	68	207 8 6
Cowcaddens, Infants - - G.A.	*		
Deaf and Dumb Institution - 6	313	—	730 12 6
Gorbals, Local Mission - - G.A. *c*	*		
Gorbals, Youths *c*	*		
Kingston - - S. *c*	*		
Milton - - Ch. *c*	*		
Murdoch's, Indl.	*		
Normal Practg. G.A. 4	*1,020	801	920 17 0
Normal & Model P.C. 5	900	590	710 16 0
Parkhead, St. Michael's - R. 11	530	467	457 11 11

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Lanark—*cont.*			
GLASGOW (Burgh)—*cont.*			
St. Aloysius, Milton Street - R. 10	822	580	602 7 [illegible]
		86	53 3 [illegible]
St. Alphonsus' - R. 11	1,049	633	666 15 [illegible]
		28	24 10 [illegible]
St. Andrew's - Ch.	*		
St. Andrew's - R. 5	1,182	832	864 16 [illegible]
St. Columba's - R. 3	888	644	673 13 [illegible]
St. Enoch's - S.	*		
St. Francis - R. 4	1,445	1,426	1,373 11 [illegible]
		141	113 15 [illegible]
St. George's (Kelvin St.) - F.C.	*		
St. James' - - S.	*		
St. John's (Macfarlane St.) Ch. 4	221	185	[illegible]
St. John's - R. 3	1,546	1,112	[illegible]
St. John's, Young St. - Ch.	*		
St. Joseph's - R. 3	758	425	[illegible] 6
St. Luke's - - S.	*		
St. Mary's - - R. 5	416	358	[illegible] 6
St. Mungo's - R. 11	*1,437	1,289	[illegible] 6
		3 9	[illegible] 6
St. Mungo's Acad. R. 11	351	127	[illegible] 6
St. Patrick's - R. 3	1,041	932	[illegible] 3
St. Peter's - S.	*		
St. Vincent - R. 3	564	304	[illegible] 6
Springburn, St. Aloysius - R. 11	*805	476	[illegible] 6
Young Men's Christian Association, Evening (Govan Section) -		[illegible]	[illegible]
Young Men's Christian Association, Southern, Evening -		[illegible]	[illegible]
GOVAN:			
Bellahouston Acad. P. 2	1,135	[illegible]	[illegible]
		43	[illegible]
Broomloan Road P. 3	*965	578	[illegible]
		72	[illegible]
Copeland Road P. 2	1,040	[illegible]	[illegible]
Fairfield - - P. 11	*1,775	1,162	[illegible]
		150	[illegible]
Govanhill - - P. 1	1,010	1,007	[illegible]
		50	[illegible]
Govanhill, Calder Street - - P. 11	*950	907	[illegible]
		67	[illegible]
Harmony Row - P. 1	1,000	932	[illegible]
		42	[illegible]
Hillhead - - P. 4	867	815	[illegible]
Kinning Park - P. 12	1,322	1,334	[illegible]
Lambhill Street P. 1	*1,514*a*	1,027	[illegible]
		99	[illegible]
Partick, Anderson Street - P. *c*	*		
Partick, Church St. P. 2	683	777	[illegible]
[illegible] Crescents - F. *	[illegible]	[illegible]	[illegible]
Partick, Rosevale Street - P. 11	934*a*	1,009	[illegible]
	*	73	[illegible]
Partick, Stewartville P. 1	1,413	1,413	[illegible]
		69	[illegible]
Pollockshields, Albert Road - P. 3	863	685	[illegible]
		27	[illegible]
Pollockshields - P. 4	786	670	[illegible]
Polmadie - - P. 2	1,194	644	[illegible]

a [illegible] *c* School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
Lanark—*cont.*			
GOVAN—*cont.*			
Rutland Crescent P. 2	971	967	1,084 3 6
		83	79 6 3
Whiteinch - P. 11	*1,326	878	936 12 4
		108	94 10 0
Abraham Hill's Trust 3	853	778	864 8 0
		886	879 16 0
Govan - - R. 11	1,143	226	144 19 0
Govanhill, Holy Cross - - R. 11	342	218	224 3 0
Kinning Park, Our Lady and St. Margaret - R. 10	1234	887	956 1 0
		92	96 14 0
Partick, Female Industrial - Ch. *c*	*		
Partick, St. Peter's R. 2	686	724	752 12 6
HAMILTON (BURGH):			
Academy - - P. 6	144	107	110 18 0
Beckford Street P. 10	*842	605	529 7 6
		462	404 5 0
Bent Road Temp. P. 10	*654	72	53 16 0
Townhead - P. 12	*692	518	467 17 6
Roman Catholic 5	*486	347	361 10 0
St. John's - F.C. 5	*636	533	511 19 8
HAMILTON (LANDWARD):			
Beechfield - P. 11	*68	23	23 2 6
Ferniegair - P. 11	*233	274	284 8 0
		32	28 10 0
Greenfield - P. 6	*1,265	987	1,015 12 2
		110	87 2 0
Low Waters - P. 5	551	808	684 3 6
		63	55 2 6
Motherwell - P. 5	*628	510	562 19 6
		19	10 16 0
Quarter - - P. 11	*334	194	191 0 6
		17	21 5 0
Burnbank, Evg. R.	—	53	38 0 0
Cadzow - - R. 6	271	190	190 9 9
LANARK (BURGH):			
Burgh - - P. 7	*318	217	236 11 0
Grammar - P. 7	*549	584	725 0 0
Broomgate, Instn. Lanark - - R. 7	370	241	244 3 6
LANARK (LANDWARD):			
Cartland - - P. 7	*59	11	10 6 0
Nemphlar - P. 4	*53	32	31 18 0
New Lanark - P. 7	142	133	136 9 6
Smyllum - - R. 6	520	360	414 4 0
Smyllum, Blind and Deaf Mutes R. 2	—	—	264 13 9
LARKHALL:			
Academy - - P. 1	472	447	492 8 10
		15	13 2 6
Duke Street - P. 1	260	236	250 3 0
		31	27 2 6
Glengowan - P. 1	*350	332	366 7 0
		23	20 2 6
Muir Street P. 1	*350	328	301 14 9
		25	21 17 6
Larkhall - - R. 1	212	112	96 11 6

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Lanark—*cont.*			
LEADHILLS:			
Leadhills - - P. 5	216	168	178 4 11
		35	15 12 6
LESMAHAGOW:			
Auchinheath - P. 3	165	114	118 19 2
		15	11 18 0
Bellfield - - P. 3	*259	252	257 18 9
		24	21 0 0
Bent - - - P. 3	113	83	87 0 0
		12	10 10 0
Blackwood, Boys P. 3	210	116	119 6 0
		18	15 15 0
Blackwood, Girls P. 3	210	120	122 4 3
Hawksland - P. 3	*105	56	73 16 6
Kirkfield Bank P. 4	*196	136	139 5 6
Lesmahagow, Senior - - P. 3	257	212	223 8 0
Lesmahagow, Junior - - P. 3	*267	208	232 5 4
Underbank - P. 3	*287	188	195 5 6
Waterside - P. 3	105	44	61 8 0
Blackwood - R. 3	90	42	39 4 0
LIBERTON:			
Liberton - - P. 4	72	19	38 0 0
Quothquan - P. 4	56	34	42 1 6
MARYHILL:			
East Park - P. 11	*1,072	1,003	877 12 6
		27	23 12 6
Maryhill - - P. 11	*793	693	730 17 0
		52	45 10 0
Possil Park - P. 11	*1,106	960	1,024 10 6
		128	112 0 0
Lambhill, St. Agnes R. 11	333	287	291 13 6
Maryhill - - R. 11	762	595	537 19 0
NEW MONKLAND:			
Avonhead - - P. 2	*191	83	79 6 2
Gain - - - P. 2	74	44	45 0 6
Glenboig - - P. 12	*308	191	180 7 6
		22	12 6 0
Greengairs - P. 2	*339	305	316 4 9
		32	28 0 0
New Monkland P. 2	*162	122	121 8 6
		25	18 15 0
Riggend - - P. 2	*173	127	124 0 0
		33	17 6 0
Roughrigg - P. 2	*297	238	230 7 6
		36	31 10 0
Glenboig, Our Lady and St. Joseph - - R. 10	140	97	97 16 6
		96	71 17 6
Greengairs - G.A. *b*	*		
OLD MONKLAND:			
Baillieston - P. 1	420	431	431 8 6
		35	49 4 10
Bargeddie - - P. 1	369	232	228 8 0
Calderbank - P. 2	417	367	320 17 0
		20	28 19 9
Coatbridge and Coats - P. 5	1682	983	1,179 12 6
		93	92 12 3
Coatbridge, Langloan - - P. 3	*552	554	581 2 5
		43	44 9 0
Coatbridge, Technical, Evg. - P.	—	79	344 13 6
Coats - - - P. 2	295	325	315 13 8
Gartsherrie Works - - P. 3	*369	301	313 8 0
Mount Vernon - P. 2	305	254	267 6 6

b School sold.

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendances.	Annual Grants. Amount.
Lanark—*cont.*			£ s. d.
OLD MONKLAND—*cont.*			
Old Monkland - P. 3	*319	200	213 14 6
West Maryston P. 2	357	244	232 5 9
		25	33 19 0
Whifflet - - P. 3	600	597	635 18 0
		33	32 6 7
Baillieston, St. [illegible] - R. 10	961	342	323 12 0
Coatbridge, St. Augustine's - R. 6	489	751	748 15 3
		352	308 0 0
Coatbridge, St. [illegible] - R. 10	600	404	408 0 0
		102	70 0 0
Garnkirk - Ch. 6	*359	692	740 6 0
		33	30 12 6
Tollcross, St. Joseph's - R. 10	172	167	165 11 6
Whifflet - - R. 10	550	407	383 12 0
		69	73 0 0
PETTINAIN:			
Pettinain - - P. 4	64	23	34 8 0
RUTHERGLEN (BURGH AND LANDWARD):			
Burgh - - P. 10	*400	352	334 4 0
Eastfield - - P. 10	*216	188	186 17 0
Farie Street - P. 10	*544	524	574 8 6
Macdonald's - P. 10	890	557	549 15 5
		33	28 17 6
Stonelaw - - P. 6	563	230	318 13 6
Rutherglen - F.C. *c*	*		
Rutherglen - R. 10	619	435	428 10 0
SHETTLESTON:			
Eastmuir - P. 5	*326	350	367 5 0
Garthamlock - P. 5	*125	30	23 5 0
Millerston - P. 5	*250	131	131 4 0
		13	8 4 0
Shettleston - P. 5	*666	552	539 3 6
Tollcross - - P. 5	*498	496	506 9 6
		13	16 12 6
Cardowan, St. Joseph's - R. 7	219	110	100 9 0
Easterhill - - R. 6	161	204	206 4 6
		6	34 17 0
SHOTTS:			
[illegible] - P. 5	573	227	242 5 8
Cleland and Omoa P. 1	*389	323	320 14 0
[illegible] - P. 1	*250	11	10 [illegible] 0
Greens - - P. 7	63	24	33 1 6
Harthill - - P. 5	*254	250	243 3 6
Northrigg - P. 3	107	34	28 18 6
[illegible] - P. 3	*262	148	146 12 0
Cleland - - R. 12	366	366	366 1 10
		137	96 1 0
SPRINGBURN:			
Springburn - P. 5	*1,012	1,142	1,232 12 2
STONEHOUSE:			
Cumbernauld St. - P. 2	178	164	170 15 9
Greenside, Infant P. 2	143	101	87 11 6
[illegible] - P. 2	*200	87	86 0 0
[illegible] - P. 2	250	209	218 16 6
		56	49 0 0
SYMINGTON:			
[illegible] - P. 3	102	62	62 18 10
WALSTON:			
[illegible] - P. 4	60	55	47 4 6
Elsridge Hill - 4	64	26	23 15 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendances.	Annual Grants. Amount.
Lanark—*cont.*			£ s. d.
WANDELL AND LAMINGTON:			
Lamington - P. 5	74	38	38 4 0
Lamington, Female & Infant - 5	32	19	19 5 5
WHITBURN (*see* LINLITHGOWSHIRE).			
WISTON AND ROBERTON:			
Roberton - P. 5	50	33	54 3 6
Wiston - - P. 5	69	29	41 16 0
LINLITHGOW.			
ABERCORN:			
Abercorn - - P. 11	216	101	93 4 0
Abercorn, Girls 11	64	46	38 2 0
BATHGATE (TOWN):			
Bathgate - - P. 5	393	326	338 1 0
		27	23 12 6
Bathgate Academy - - 2	796	661	707 15 0
		46	40 5 0
Bathgate - - R. 2	216	146	127 15 0
BATHGATE (LANDWARD):			
Armadale - - P. 5	*703	679	638 0 6
		37	31 13 0
Starlaw - - P. 5	130	28	26 16 0
Armadale - - G.A. *c*	*		
BORROWSTOWNESS:			
[illegible] - P. 3	*387	342	324 5 0
		46	40 5 0
Bo'ness, Anderson [illegible] P. 3	220	107	125 3 4
		24	22 15 0
Bo'ness, Infant P. 3	*196	196	158 4 6
[illegible] - P. 3	*264	186	181 5 8
Kinneil - - P. 3	381	354	349 4 0
CARRIDEN:			
Carriden - - P. 4	275	264	293 5 0
Grangepans - P. 4	*161	107	111 15 6
Blackness, Girls 4	55	22	34 17 0
Carriden, Girls 4	66	25	20 13 6
DALMENY (BURGH):			
Dalmeny - - P. 11	*238	134	141 18 0
South Queensferry P. 11	*474	280	280 19 6
		58	45 0 0
ECCLESMACHAN:			
[illegible] - P. 4	42	42	38 5 0
[illegible] - P. 4	115	100	100 18 6
KIRKLISTON:			
[illegible] - P. 4	370	221	226 12 6
		21	20 13 6
Newbridge - P. 6	158	134	117 5 0
[illegible] - P. 1	100	5	4 4 0
Winchburgh - P. 5	127	109	109 16 6

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Linlithgow—*cont.*			£ s. d.
LINLITHGOW (BURGH):			
Linlithgow - P. 4	*602	433	378 17 6
St. Joseph's - R. 7	207	210	217 16 0
LINLITHGOW (LANDWARD):			
Bridgend - - P. 2	452 {	289	294 6 0
		38	50 1 7
Linlithgow - P. 4	*455 {	324	362 8 9
		86	103 16 0
Linlithgow (late Burgh, F.C.) - P.	*		
LIVINGSTONE:			
Blackburn - P. 5	*173	194	165 3 10
Livingstone - P. 5	115	67	63 3 0
TORPHICHEN:			
Blackridge - P. 4	*80	81	81 3 0
Torphichen - P. 4	*140	148	145 16 11
Woodend - - P. 4	*128	90	85 2 6
UPHALL:			
Broxburn - - P. 3	1,022	945	826 17 6
		271	266 10 6
Uphall - - P. 5	283	107	93 12 6
Broxburn - - R. 10	403	293	256 7 6
WHITBURN:			
		185	192 17 2
Crofthead - - P. 3	299 {	27	23 12 6
Longridge - P. 11	*147	91	92 5 6
		269	276 14 6
Whitburn - P. 5	*320 {	16	16 10 3
East Benhar Colliery - 7	206	80	77 11 6
Fauldhouse St. John's - R. 10	149	99	86 0 3
Fauldhouse, Wilson's Endowed	*		
		221	193 7 6
Greenhills, Colliery 3	357 {	11	9 0 0
NAIRN.			
ARDCLACH:			
Campbell's - P. 5	70	21	34 18 6
Dulsie - - P. 5	42	19	32 17 6
Ferness - - P. 5	60	37	45 3 6
Lethen - - P. *c*	*		
Fornighty - 5	66	57	59 17 6
AULDEARN:			
Auldearn - - P. 5	*167	100	94 10 0
Moyness - - P. 5	*77	24	34 14 0
CAWDOR:			
Barivan - - P. 5	*37	45	42 7 6
Cawdor - - P. 5	155	120	111 10 0
Clunas - - P. 5	*48	33	43 17 6
Culchary - - P.	*		
Clunas - -G.A. *c*	*		
CROY AND DALCROSS (*see* INVERNESS-SHIRE).			

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Nairn—*cont.*			£ s. d.
NAIRN (BURGH):			
		265	277 6 6
Church Street - P. 6	*348 {	64	56 0 0
Monitory - - P. 6	*470	280	285 9 0
Nairn - -F.C.	*		
St. Mary's - R. 6	50	39	29 1 6
NAIRN (LANDWARD):			
Delnies - - P. 5	*138	73	70 9 6
Geddes - - P. 5	*69	67	55 16 6
URQUHART AND LOGIE WESTER (*see* ROSS-SHIRE).			
ORKNEY and SHETLAND.			
I.—ORKNEY.			
BISSAY AND HARRAY:			
		97	131 2 6
Birsay - - P. 5	*120 {	39	46 17 6
		78	83 8 6
Harray - - P. 5	*108 {	39	43 4 0
Hundland - P. 5	*60	28	42 3 6
EVIE AND RENDALL:			
		44	68 1 10
Costa - - P. 5	*65 {	10	10 5 0
		37	41 15 6
Evie - - - P. 5	*89 {	11	7 12 0
Gairsay - - P. 5	18	8	23 19 6
		57	79 14 0
Rendall - - P. 5	85 {	19	14 16 0
FIRTH AND STENNIS:			
Firth - - P. 5	*160	113	139 13 10
Stennis - - P. 5	*121	59	76 5 7
HOLM:			
East - - - P. 5	*60	35	33 16 0
West - - - P. 5	*120	79	99 1 6
HOY AND GRÆMSAY:			
Græmsay - - P. 6	51	45	65 3 6
Hoy - - - P. 6	*40	41	61 7 0
Rackwick - P. 6	45	6	21 1 0
KIRKWALL (BURGH):			
Glaitness - - P. 6	*120	70	67 4 0
		531	559 13 0
Kirkwall, Burgh P. 6	*722 {	81	70 17 6
KIRKWALL (LANDWARD) and ST. OLA:			
Scapa - - P. 5	53	22	35 2 0
LADY, and CROSS & BURNESS:			
		60	64 8 0
Burness - P. 6	*101 {	28	43 0 0
Cross - P. 6	*60	29	51 2 0
		103	132 11 6
Lady, Central P. 6	*140 {	13	7 0 0
North Ronaldshay - - P. 6	*96	48	41 3 7
		47	65 11 6
Sellibister - P. 6	*105 {	19	17 17 6

c School closed.

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I.—ORKNEY—*cont.*			
ORPHIR:			
Kirbister - - P. 5	*85	68	92 4 0
Orphir - - P. 5	*106	92	97 0 0
ROUSAY AND EGILSHAY:			
Egilshay - - P. 6	*50	24	43 13 0
Frotoft - - P. 6	*77	31	39 1 0
Sourin - - P. 6	*90	50	70 15 0
Veira - - P. 6	*30	9	24 11 6
Wasbister - - P. 6	*66	34	52 0 0
ST. ANDREW'S AND DEERNESS:			
Deerness - - P. 5	*155	119	163 6 6
St. Andrew's - P. 5	*55	34	44 1 0
Tankerness - P. 5	*85	44	51 4 0
St. Andrew's - G.A. *c*	*		
SANDWICK:			
Dounby - - P. 5	*95	70	76 1 6
		25	26 17 6
North - - P. 5	*60	36	34 13 0
South - - P. 5	*60	54	71 5 6
SHAPINSAY:			
Shapinsay - P. 6	*132	74	109 5 0
Shapinsay, North P. 6	55	45	64 6 0
SOUTH RONALDSHAY AND BURRAY:			
Burray - - P. 6	*133	106	117 4 0
		15	13 8 0
Grimness - - P. 6	*91	54	63 5 6
		19	9 8 0
Hope - - P. 6	*158	88	118 17 0
		26	13 16 0
Tomisons - - P. 6	218	63	81 19 8
		10	8 6 0
Widewall - - P. 6	*110	81	99 18 6
		19	10 0 0
STROMNESS:			
Kirbuster - - P. 5	*65	39	45 2 0
Stromness - P. 6	*404	286	411 1 0
		42	40 18 0
STRONSAY AND EDAY:			
Eday, North - P. 6	*90	37	44 19 0
Eday, South - P. 6	*90	38	56 0 6
Stronsay, Central P. 6	120	67	76 7 6
Stronsay, North, Female and Infant - - P. 6	*80	45	40 0 0
Stronsay, North, Pharay Side - P. 6	25	11	35 18 8
Stronsay, South, Female - - P. 6	*60	34	30 11 0
WALLS AND FLOTTA:			
Brims - - P. 6	*45	36	55 15 6
Flotta - - P. 6	94	77	93 4 0
North Walls - P. 6	55	17	29 3 6
South Pharay - P. 6	*33	13	25 6 0
South Walls - P. 6	92	93	118 19 6
WESTRAY AND PAPA WESTRAY:			
East Side (Skelwick) - - P. 6	*80	54	69 16 6
		11	12 7 6
Papa Westray - P. 6	*80	80	96 4 6
		17	9 6 0

Name of School Board. Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants: Average Attendance.	Annual Grants: Amount. £ s. d.
I.—ORKNEY—*cont.*			
WESTRAY and PAPA WESTRAY—*cont.*			
Pierowall - P. 6	*180	131	126 15 6
		9	4 5 0
West Side (Midbea) - P. 6	*75	75	77 11 6
Midbea (West Side) - - G.A.	*		
II.—SHETLAND.			
BRESSAY:			
Bressay - - P. 6	*180	116	147 6 0
DELTING:			
Brae - - P. 6	*40	23	28 6 0
Gonfirth - - P. 6	*40	23	32 15 6
Mid Lee (or Firth) P. 6	*76	26	56 4 0
		9	8 10 0
Olnafirth - - P. 6	80	16	27 9 6
Roe - - - P. 6	*32	23	23 4 0
DUNROSSNESS:			
Bigton - - P. 7	*73	35	45 17 0
Boddam - - P. 7	*130	59	69 18 6
		17	16 2 6
Cunningsburgh P. 7	*79	98	126 9 0
		36	41 7 0
Fairisle - - P. 6	*48	36	55 10 6
Levenwick - P. 7	*52	37	55 3 0
Quendale - - P. 7	*60	33	42 5 0
Sandwick - - P. 7	*132	133	151 4 0
		15	16 12 6
Virkie - - - P. 7	*70	42	43 15 0
		9	9 15 0
FETLAR:			
Fetlar - - P. 6	*65	37	46 19 6
LERWICK:			
Burra - - P. 6	130	115	120 17 6
		15	16 2 6
Gulberwick - P. 5	*65	27	32 15 6
Lerwick, Central - - P. 5	*369	237	333 4 6
		43	39 15 0
Lerwick Anderson, Educational Institute - P. 5	376	191	292 12 0
Quarff - - P. 6	*66	38	46 4 6
Lerwick - - E. 5	83	88	102 5 1
NESTING, LUNNASTING, WHALSAY, AND SKERRIES:			
Lunnasting - P. 7	*160	87	97 7 6
South Nesting - P. 7	*70	48	61 7 6
Whalsay (Brough) P. 7	*112	60	69 16 6
Whalsay (Livister) - - P. 7	89	41	49 11 6
Skerries - - G.A. 6	47	30	47 9 0
NORTHMAVINE:			
North East - P. 6	*80	6	46 6 6
Ollaberry - - P. 6	77	54	38 8 0
Sullom - - P. 6	*48	12	24 14 6
Tangwick - P. 6	*60	27	31 8 0
Urafirth - - P. 6	*60	25	31 6 6
SANDSTING AND AITHSTING:			
Clousta - - P. 6	*30	30	33 6 6
		7	10 13 6

c School closed.

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II.—SHETLAND—*cont.*			£ s. d.
SANDSTING and AITHSTING—*cont.*			
Gruting - - P. 6	*80	41	41 9 6
Sand - - - P. 6	*54	30	41 4 0
Sand Sound - P. 6	*30	19	17 19 4
Skeld - - P. 6	*120	89	83 16 0
Twatt - - P. 6	*90	53	65 14 6
		12	24 12 6
West Burrafirth P. 6	*30	37	49 4 0
TINGWALL, WHITENESS, & WEISDALE:			
Girlsta - - P. 6	*40	31	44 1 0
Gott - - - P. 6	*78	29	40 11 6
Scalloway - P. 6	*110	103	132 9 0
Trondra - - P. 6	*27	16	30 4 0
Weisdale - - P. 6	*40	34	43 16 0
Whiteness - P. 6	*110	50	64 9 6
UNST:			
Baltasound - P 6	*80	28	27 19 0
Haroldswick - P. 6	*81	41	26 19 0
Uyasound - - P. 6	*70	35	23 0 0
Westing - - P. 6	*50	30	31 0 6
WALLS, SANDNESS, PAPA, AND FOULA:			
Dale - - - P. 7	*24	5	12 15 4
Foula - - P. 6	*25	17	22 1 6
Happyhansel - P. 7	*90	72	72 6 6
Midwalls - - P. 7	*60	33	41 14 6
Papa Stour - P. 7	*36	35	44 0 6
Sandness Madras Ch. 7	61	49	56 16 0
YELL:			
Burravoe - - P. 6	*60	32	33 17 0
	*	17	26 5 0
Colvaster - - P.			
Cullivoe Braeside P. 6	*60	45	53 4 6
East Yell - P. 6	*44	23	33 5 0
Gutcher - - P. 6	*30	23	58 9 0
Herra, Evening P.	—	5	2 10 0
Mid Yell - - P. 6	*92	72	85 18 0
		21	37 3 6
Ulsta - - - P. 6	*30	25	37 13 0
		8	7 4 0
Westsandwick P. 6	*36	24	38 15 6
West Yell - P. 6	*50	15	29 0 0
PEEBLES.			
DRUMELZIER:			
Drumelzier - P. 5	58	23	37 10 6
EDDLESTONE:			
Eddlestone - P. 5	124	77	85 15 6
INNERLEITHEN:			
Innerleithen - P. 7	*374	393	355 2 0
Leithenhope - P. 5	32	15	28 19 6
Walkerburn - P. 6	*310	222	195 4 6
KILBUCHO, BROUGHTON, AND GLENHOLM:			
Broughton, Central - - P. 5	*120	56	55 8 6
Glenholm - - P. 5	41	9	22 9 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Peebles—*cont.*			£ s. d.
KIRKURD:			
Kirkurd - - P. 7.	67	45	43 5 6
LYNE:			
Lyne - - P. 5	71	32	42 9 6
MANOR:			
Manor - - P. 5	56	45	61 15 6
NEWLANDS:			
Lamancha - - P. 7	67	42	45 5 6
Newlands - - P. 7	*90	53	61 3 6
PEEBLES:			
English - - P. 6	617	403	394 11 6
Pebbles, Evening P.	—	13	36 4 0
Second English P.	*		
Halyrude - - P. 6	*350	290	262 15 9
SKIRLING:			
Skirling - - P. 5	88	49	60 11 6
STOBO:			
Stobo - - P. 5	68	45	53 2 6
TRAQUAIR:			
Traquair - - P. 5	104	65	59 12 0
Kirkburn - - 5	62	30	44 11 6
The Glen - - 5	38	21	32 0 6
TWEEDSMUIR:			
Tweedsmuir - P. 5	46	35	30 14 2
WEST LINTON:			
West Linton - P. 7	112	88	91 17 0
West Linton - E. 7	68	43	35 1 6
PERTH.			
ABERDALGIE:			
Aberdalgie - P. 5	101	28	41 12 6
ABERFOYLE:			
Aberfoyle - P. 7	102	75	70 5 6
Frenich - - P. 7	22	23	35 12 5
Kinloch Ard - P. 7	65	28	36 18 0
ABERNETHY:			
Abernethy - P. 3	*359	196	199 0 6
ABERNYTE:			
Abernyte - - P. 6	92	66	59 16 6
ALYTH:			
Alyth - - P. 1	*548	440	494 6 6
		62	67 4 0
Gauld's Well - P. 5	48	21	33 10 0
Alyth - - E. 1	101	78	63 9 6
Alyth - - F.C.	*		
AMULREE:			
Amulree - - P. 7	71	29	46 0 0
Shian - - P. 7	42	11	25 15 0
ARDOCH:			
Braco - - P. 8	82	59	49 8 0
Greenloaning - P. 8	75	46	39 10 6

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Perth—*cont.*			
ARNGASK:			
Arngask - - P. 5	150	70	67 8 6
		6	3 6 0
AUCHTERARDER:			
Aberuthven - P. 5	100	74	67 1 0
		10	4 2 0
Auchterarder - P. 12	*440	401	422 7 6
		49	18 10 0
Townhead - - P.	*		
John Sheddan's *c*	*		
AUCHTERGAVEN:			
Auchtergaven - P. 6	*312	168	180 3 6
		35	33 19 6
Stanley - - P. 3	*260	176	162 14 6
		56	26 2 6
Stanley - - F.C. *c*	*		
BALQUHIDDER:			
Balquhidder - P. 4	84	40	54 14 0
Strathyre - - P. 4	50	11	24 13 6
Lochearnhead - F.C. 4	64	31	35 19 0
Lochearnhead, Subscription - 4	45	18	16 3 0
BENDOCHY:			
Bendochy - - P. 5	*75	36	46 14 0
BLACKFORD:			
Blackford - - P. 3	221	78	73 5 6
		18	13 5 0
Glenegles - P. 5	60	20	31 3 0
Tullibardine - P. 5	104	56	54 17 0
Blackford - - F.C. 3	*118	59	45 10 6
BLAIR ATHOL:			
Blair Athol - P. 3	205	125	155 5 0
		25	23 4 0
Glenerichty - P. 7	33	11	26 5 6
[illegible] - P. 7	20	9	25 0 0
Pittaxowan - P. 7	43	23	30 15 0
Strathtummel - P. 7	48	19	34 11 6
Struan - - P. 7	70	15	30 13 6
BLAIRGOWRIE:			
Blairgowrie - P. 1	*726	574	661 15 0
		57	93 5 5
St. Stephen's - R. 1	176	123	91 17 6
BLAIRINGONE:			
Blairingone - P. 7	*90	56	54 0 0
CALLANDER:			
Callander - - P. 6	*336	235	206 5 0
CAPUTH:			
Spittalfield - P. 3	*151	80	84 6 0
Meikleour - - R. 5	106	63	71 6 6
Wester Caputh, Female - - C.S. 3	87	25	23 4 0
CARGILL:			
Burreltown - P. 5	*150	104	104 3 6
		45	20 0 0
Newbigging - P. 5	*125	72	81 15 0
Woodside - - F.C.	*	44	31 16 0
CLUNIE:			
Clunie - - P. 5	141	90	89 13 6

* School sold.

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Perth—*cont.*			
COLLACE:			
Collace - - P. 5	*172	84	81 16 6
COMRIE:			
Comrie - - P. 2	208	140	130 3 0
Comrie, Infant and Female - P. *c*	*		
Glenartney - P. 4	33	11	24 8 0
Glenlednock - P. 4	*30	13	28 14 0
St. Fillan's - P. 4	*40	17	31 1 0
Comrie - - F.C. *c*	*		
COUPAR ANGUS:			
Coupar Angus - P. 12	*303	304	380 9 11
		44	38 10 0
Coupar Angus - F.C.	*		
CRIEFF:			
Crieff - - P. 6	*450	290	294 7 6
		25	21 17 6
Monzie - - P. 6	132	39	52 15 6
Taylor's Institution - - P. 6	303	171	143 8 6
St. Columba's - R. 6	136	81	58 8 6
St. Dominic's - R. 6	64	45	36 14 0
DRON:			
Dron - - - P. 4	62	33	34 5 0
DULL:			
Aberfeldy - - P. 3	223	306	346 5 6
		9	6 16 0
Dull - - - P. 3	95	53	62 0 6
Foss - - - P. 7	44	31	48 14 6
Styx - - - P. 4	23	23	35 1 0
DUNBARNEY:			
Dunbarney - P. 2	*186	141	139 14 6
Bridge of Earn - F.C. *c*	*		
DUNBLANE:			
Dunblane - - P. 7	*350	217	200 0 0
		19	10 4 0
Kinbuck - - P. 7	*103	108	90 17 0
St. Mary's - R. 7	91	83	66 8 6
DUNKELD AND DOWALLY:			
Butterstone - P. 3	100	25	33 8 6
Dowally - - P. 3	107	39	38 6 6
Dunkeld, Royal P. 3	180	46	46 7 6
		14	5 0 0
Dunkeld, Duchess of Athole's - Ch. 3	135	89	85 17 6
DUNNING:			
Dunning - - P. 1	260	178	186 7 6
ERROL:			
Errol - - P. 6	223	115	96 15 6
Glendoick - P. 6	130	84	82 2 6
Errol - - - F.C. *c*	*		
Errol, Fem. Indl. 6	*146	76	66 18 0
FINDO GASK:			
Findo Gask - P. 5	*75	47	54 9 6
FORGANDENNY:			
Forgandenny - P. 2	126	81	83 16 0

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Perth—*cont.*			£ s. d.
FORTEVIOT:			
Forteviot - P. 2	98	57	67 2 6
Path of Condie P. 6	*64	39	54 6 6
FORTINGALL:			
Fortingall - - P. 3	*100	59	74 2 0
FOWLIS EASTER:			
Fowlis Easter - P. 7	99	60	55 18 6
FOWLIS WESTER:			
Balgowan - P. 2	'84	58	72 2 0
Village - - P. 2	114	50	60 7 6
		10	3 12 0
Buchanty Glenalmond, Subscription - 5	67	28	41 3 0
GARTMORE:			
Gartmore - - P. 7	*134	68	69 17 6
Dalmary - - S. 7	*54	35	29 13 6
GLENDEVON:			
Glendevon - P. 7	46	22	40 6 6
INCHTURE:			
Inchture - - P. 6	185	114	98 8 0
INNERWICK (GLENLYON):			
Meggernie - - P. 3	44	25	61 9 6
KENMORE:			
Acharn - - P. 4	117	84	100 14 6
Ardconaig - - P. 4	51	26	38 18 6
Ardtalnaig - P. 4	*84	23	34 1 0
Fearnan - - P. 4	65	22	36 19 0
Kiltyrie - - P. 4	50	15	29 5 0
Lawers - - P. 4	*82	29	43 9 6
KILLIN:			
Creanlarich - P. 4	51	18	30 12 0
Glendochart - P. 4	43	25	36 12 0
Killin - - P. 4	177	120	122 17 0
Strathfillan - P. 4	*50	47	61 3 0
KILMADOCK:			
Deanston Works P. 7	204	144	127 19 1
Doune, Evening P.	—	14	8 0 0
Drumvaich - P. 7	40	26	35 11 6
Kilmadock - P. 7	*274	152	128 17 6
KILSPINDIE:			
Kilspindie - P. 6	*112	88	88 9 0
KINCARDINE:			
Blair Drummond P. 7	75	13	20 16 0
Kincardine - P. 7	141	73	71 4 6
Thornhill - P. 7	157	95	93 17 6
KINCLAVEN:			
Kinclaven - - P. 5	67	43	53 19 0
KINFAUNS:			
Kinfauns - - P. 6	63	39	29 5 6
KINLOCH-RANNOCH:			
Auchtarsin - P. 7	29	21	36 6 6
Killichonan - P. 7	29	19	50 1 0
Kinloch-Rannoch P. 7	*80	53	78 6 0
KINNAIRD:			
Kinnaird - - P. 6	121	58	71 6 6

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Perth—*cont.*			£ s. d.
KIPPEN (*see* STIRLINGSHIRE).			
KIRKMICHAEL:			
Ballintuim - P. 7	63	28	40 0 0
Glenshee - - P. 7	48	17	32 6 0
Kirkmichael - P. 7	*120	50	57 0 0
LECROPT:			
Lecropt - - P. 5	136	94	91 11 6
LETHENDY AND KINLOCH:			
Kinloch - - P. 5	95	47	61 17 0
LITTLE DUNKELD:			
Balnaguard - P. 7	37	15	30 3 6
		6	5 5 0
Dalguise - - P. 3	56	19	27 15 6
Drumour - - P. 3	*67	28	43 16 0
Little Dunkeld - P. 3	*200	68	50 10 6
Murthly and Airntully - P. 3	142	78	76 9 6
		22	14 0 0
Birnam - - F.C.	*		
LOGIERAIT:			
Grandtully - P. 7	74	22	38 4 0
Logierait - - P. 3	227	111	119 3 4
Grandtully, West Park - - Ch. 7	48	17	27 19 6
Tulloch of Pitnacree - - Ch. 7	68	37	48 4 6
LONGFORGAN:			
Longforgan - P. 6	*185	124	124 10 0
Mylnefield - P. 6	*196	173	167 11 0
MADDERTY:			
Madderty - - P. 2	99	57	68 7 0
		13	11 2 6
MEIGLE:			
Ardler - - P. 5	144	70	66 1 0
Meigle - - P. 5	*200	149	171 6 0
METHVEN:			
Almondbank - P. 2	151	51	49 11 6
		22	13 14 6
Methven - - P. 2	138	87	83 19 0
		24	21 0 0
Methven - - F.C. *c*	*		
Methven, Female Industrial - 2	119	39	31 17 0
MONEYDIE:			
Moneydie - - P. 6	60	64	80 19 6
MONZIE:			
Logiealmond - P. 5	73	63	72 13 6
		18	10 8 0
Gilmerton - -	*		
MONZIEVAIRD AND STROWAN:			
Monzievaird and Strowan - - P. 2	*133	44	55 13 6
MOULIN:			
Moulin - - P. 3	*135	69	54 15 0
Pitlochry - - P. 3	*319	255	274 18 0
		28	21 3 0
Straloch - - P. 7	*104	14	30 5 6

c School closed.

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Perth—*cont.*			
MUCKART:			
Muckart - - P. 7	°127	85	67 17 6
MUTHILL:			
Blairnroar - P. 4	°40	11	27 13 0
Drummond St. P. 2	°267	134	128 15 6
Innerpeffray P. 4	56	19	38 6 6
Willoughby St. P. *c*	•		
Muthill - - E. 2	72	58	50 3 6
PERSIE:			
Blackwater - P. 7	60	37	33 12 6
		6	5 0 0
Strone of Callie P. 7	°86	42	60 6 6
		15	9 10 0
Drimmie Burn Ch. 5	°58	23	38 19 0
PERTH (BURGH):			
Caledonian Rd. - P. 10	1,026	918	889 16 7
Central District P. 11	°370	315	330 4 6
Cherrybank - P. 2	°190	120	127 18 0
Craigie (Western District) - P. 11	632	517	573 3 6
King Street - P. *c*	•		
King St., Evening P.	—	139	306 15 2
Kinnoull - - P. 11	°454	386	483 11 6
Northern District (Balhousie) - P. 10	°726	538	608 6 0
North Port - P. *c*	•		
Southern District P. 10	°563	443	454 4 6
Watergate - P.	•		
Western District (New Row) - P. *c*	•		
St. Andrew's - E. 11	309	238	226 2 0
St. John's - E. 11	°317	231	202 2 6
St. Ninian's - E. 11	305	212	178 1 0
Sharp's Institution - - 5	340	181	195 15 6
		22	43 10 0
Territorial, Mission F.C.	•		
PERTH, EAST PARISH (LANDWARD):			
Craigend - - P. 2	48	22	21 19 6
Tulloch - - 2	87	60	57 4 0
PORT OF MONTEITH:			
Dykehead - P. 7	37	33	47 13 0
Port of Monteith P. 7	72	26	43 1 6
Ruskie - - P. 7	°63	36	47 9 6
RATTRAY:			
Craig Mill - P. 1	95	50	56 8 6
Rattray - - P. 1	°465	317	327 5 6
		42	39 4 0
REDGORTON:			
Pitcairn Green P. 6	85	54	46 3 6
Redgorton - P. 6	126	101	103 7 6
RHYND:			
Rhynd - - P. 5	96	60	66 17 6
ST. MADOES:			
St. Madoes - P. 6	120	90	84 10 0
ST. MARTIN'S:			
Pathhead - P. 6	°180	85	87 9 6
		27	15 4 6
Guildtown - P. 6	106	98	88 2 0
		13	6 2 0

a School sold.

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Perth—*cont.*			
SCONE:			
New Scone - P. 1	°311	249	273 0 0
Scone, Evg. - P.	—	70	38 12 6
Stormontfield - P. 6	59	23	31 16 0
TENANDRY:			
Aldcharnaig - G.A. 3	°68	34	43 10 0
Glenfincastle - 7	75	23	36 0 0
TIBBERMORE:			
Ruthvenfield - P. 6	218	97	96 12 0
		18	11 4 0
Tibbermore - P. 6	152	60	61 0 6
		9	6 10 0
TRINITY GASK:			
Trinity Gask - P. 5	°54	40	45 2 6
TROSSACHS:			
Loch Katrine - P. 6	22	5	18 17 0
Trossachs - - P. 6	°56	26	35 4 0
WEEM:			
Strathtay Stewart's - - P. 7	100	35	45 15 0
Weem - - P. 3	64	47	50 15 0
RENFREW.			
ABBEY PAISLEY (LANDWARD) (*see* PAISLEY (LANDWARD)).			
CATHCART:			
Cathcart - - P. 3	°841	558	626 13 0
Crossmyloof - P. 11	522	462	348 14 0
		19	15 0 0
Queen's Park - P. 4	°1,288	1,075	1,342 15 5
Busby, St. Joseph R. 3	182	60	57 14 6
EAGLESHAM:			
Eaglesham - P. 3	160	93	80 19 0
Eaglesham, Female Industrial - - P. 3	°150	68	56 0 6
EASTWOOD:			
Pollok, Academy P. 4	°884	703	726 10 0
		77	74 7 6
Pollokshaws, Sir J. Maxwell's - - P. 3	°451	389	387 1 4
Shawlands Academy - - P. 2	729	219	230 5 0
Thornliebank - P. 13	528	416	443 6 6
		23	25 17 6
Pollokshaws, Inf. - - Ch. 11	°150	89	48 0 0
Pollokshaws, St. Conval's - R. 3	368	349	342 13 0

o School closed.

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Renfrew—*cont.*			£ s. d.
ERSKINE:			
Erskine - - P. 2	*205	132	125 19 0
Undercraig - P. 12	*103	45	44 8 0
GLASGOW, BURGH (*see* LANARKSHIRE).			
GOUROCK:			
Central - - P. 12	*517	340	378 5 6
Eastern - - P. 12	*262	241	267 5 0
		19	16 12 6
St. Ninian's - R. 10	297	78	74 8 0
GOVAN (*see* LANARKSHIRE).			
GREENOCK (BURGH):			
Academy, Evg. P.	—	55	56 2 6
Alan Ker - - P. 3	*306	236	253 8 0
		35	30 12 6
Ann Street - P. 3	597	464	466 16 0
Belville Place - P. 3	*753	731	782 17 5
		155	135 12 6
Duncan St. - P. 10	588	440	459 13 0
Glebe - - P. 3	*829	736	811 9 11
		50	43 15 0
Glebe, Oral for the Deaf - P. 3	—	—	56 0 0
Highlanders' Academy - P. 11	*1,015	985	1,028 3 8
		307	268 12 6
Hillend - - P. 10	*902	426	447 16 0
Holmscroft - P. 4	1,016	1,084	1,454 19 4
Mearns Street - P. 3	*795	722	791 13 0
		156	136 6 0
St. Andrew's Square - - P. 10	494	480	487 5 6
		42	36 15 0
Shaw Street - P. 3	*708	450	477 3 6
Cartsdyke, St. Lawrence - R. 11	707	558	581 2 6
East Greenock E. 3	*280	221	222 16 4
Ragged and Industrial - -	*		
St. Andrew's - G.A. *c*	*		
St. Mary's - R. 11	962	880	910 7 0
Shaw's Water Worsted Mills, Half Time - 10	140	56	45 5 0
West, St. John's E. 3	*165	132	128 5 2
GREENOCK, EAST PARISH (LANDWARD), & PORT GLASGOW (LANDWARD):			
Laayburn - - P. 12	556	339	385 8 0
		55	47 15 0
HOUSTON AND KILLELLAN:			
Bridge of Weir P.	*		
Freeland - P. 1	*245	216	194 19 6
		42	27 7 0
Houston - P. 3	*289	140	146 16 6
Houston, St. Filon's - - R. 3	85	56	39 10 6
INCHINNAN:			
Inchinnan - P. 4	135	83	78 8 0
INVERKIP:			
Inverkip - - P. 4	229	112	121 4 0
		36	31 10 0

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Renfrew—*cont.*			£ s. d.
KILBARCHAN:			
Kilbarchan - P. 3	*531	338	376 4 1
		111	96 4 0
Linwood - - P. 3	*315	178	176 0 0
		22	18 0 0
Linwood - - R. 2	263	113	94 8 0
KILMALCOLM:			
Kilmalcolm - P. 2	*632	271	306 4 8
		26	12 2 6
West Side - P. 2	*67	25	29 10 6
LEVERN:			
Levern - - P. 11	*315	191	174 10 6
Nitshill - - R. 11	123	78	44 19 8
		55	37 6 0
LOCHWINNOCH:			
Glenhead - - P. 1	60	42	39 3 0
Howwood - P. 1	*269	164	148 4 6
		18	12 16 0
Lochwinnoch - P. 1	*330	153	168 7 6
		25	21 17 6
Macdowall - P. 1	164	92	71 4 0
MEARNS:			
Busby - - P. 2	*540	343	375 4 6
Loganswell - P. 2	37	17	32 14 6
Mearns P. 2	288	254	281 16 6
NEILSTON:			
Barrhead - - P. 3	*505	319	335 8 0
Cross Arthurlie P. 3	*526	423	436 5 10
		286	329 4 6
Grahamston - P. 3	300	158	231 17 6
		*	
Madras - - P. *c*			
Neilston - - P. 4	422	301	287 1 6
		85	74 7 6
Uplawmuir - P. 4	*175	88	86 7 5
Barrhead - - R. 2	258	215	214 4 6
		70	48 2 0
St. Thomas - R. 10	234	141	121 10 0
		114	99 15 0
PAISLEY (BURGH):			
Camphill - - P. 4	1,977	1,736	1,878 0 0
Carbrook Street P. 2	*250	259	251 16 6
Dickson - - P. *c*	*		
East - - - P. 4	*700	695	636 7 1
		104	123 8 0
Ferguslie - - P. 4	*700	731	816 16 0
George Street, Central - - P. 2	*265	270	253 16 6
Newtown, Infant P. *c*	*		
North - - - P. 4	*700	894	971 7 6
		114	83 3 0
South - - - P. 4	*700	884	943 3 0
		167	146 2 6
Stevenson Street P. 11	*363	370	386 0 0
The Stow - - P. 11	*315	294	210 11 0
West - - - P. 4	*700	720	647 18 9
		195	170 12 6
Williamsburgh P. 2	1,235	1,073	464 15 4
Ferguslie, Half-time 11	449	163	186 0 6
Neilson Educational Institution - - 4	1,491	758	880 17 7
St. Catherine's R. 12	533	488	439 16 6
St. Mary's - R. 2	615	401	350 17 6
St. Mirren's - R. 2	464	359	362 7 9

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
Renfrew—*cont.*			
PAISLEY (LANDWARD):			
Cardonald - P. 12	*144	95	97 6 0
Elderslie, Wallace - - P. 1	*390	249	265 0 10
Inkerman - P. 11	280	144	152 19 6
		19	19 7 6
Johnstone - P. 2	*850	382	391 19 5
		186	191 0 0
Johnstone, Macdowall Street - P. 1	181	75	80 9 6
Nethercraigs - P. 12	142	110	112 16 0
		31	17 2 6
Johnstone, St. Margaret's - R. 2	489	390	397 6 6
		60	62 8 0
PORT GLASGOW (BURGH):			
Chapelton - P. 11	*450	337	350 17 6
Clune Park - P. 11	655	582	579 13 6
		52	44 8 0
Jean Street - P. 11	*712	714	732 14 0
		104	91 0 0
St. John's - R. 1	983	706	745 5 0
		77	67 7 6
RENFREW (BURGH):			
Blythswood Testimonial - - P. 1	1,251	968	1,032 15 11
St. James' - - R. 1	150	116	108 9 6
RENFREW (LANDWARD):			
Oswald - - P. 2	280	156	136 15 6
Scotstown - - P. 1	*340	265	270 8 6
		15	11 7 6
Yoker - - P. 1	*180	186	200 7 0
		30	28 2 0
SKELMORLIE:			
Skelmorlie - P. 8	297	129	140 14 6
Meugle - - Ch. 5	45	19	20 2 0
ROSS AND CROMARTY.			
ALNESS:			
[illegible] - - P. 1	*120	73	89 8 0
[illegible] - - P. 1	*70	27	40 3 10
[illegible] - - P. 1	*52	36	39 10 0
APPLECROSS:			
Aligin - - P. 7	*63	37	54 1 6
Applecross - - P. 7	*154	58	80 14 6
Arinacrinachd - P. 7	*50	36	52 7 6
Culiakille - P. 7	*30	13	25 9 0
[illegible] - - P. 7	*60	33	48 19 0
[illegible] - - P. 7	*50	21	36 19 0
[illegible] - - P. 7	*44	27	39 14 0
AVOCH:			
[illegible] - - P. 3	*252	194	175 12 0
Killen - - - P. 3	*84	64	63 19 7
Avoch Mackenzie Foundation - 3	110	89	89 17 6
BARVAS:			
Airidh-an-tuim - P. 3	*170	116	106 17 6
Barvas - - P. 3	*155	160	160 17 0
		18	26 18 0

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Ross and Cromarty—*cont.*			
BARVAS—*cont.*			
Bragar - - P. 3	*180	126	130 19 0
		30	41 15 0
Cross - - P. 3	*185	124	117 15 0
Lionel - - P. 3	*262	204	246 11 0
Shawbost - - P. 3	*205	123	116 11 6
		21	30 12 0
Skigersta - P. 3	83	29	28 16 6
CARNOCK:			
Strathconan - P. 6	*48	27	33 19 6
CONTIN:			
Contin - - P. 6	*100	74	86 10 0
Scatwell - - P. 6	38	15	33 9 0
CROMARTY:			
Cromarty - - P. 3	*420	292	303 4 0
		19	18 17 6
Peddieston - - P. 3	*123	51	61 12 0
Cromarty - - F.C.	*		
DINGWALL:			
Dingwall Academy - - P. 12	*680	447	600 10 0
		80	0 0 0
EDDERTON:			
Edderton - - P. 12	*160	66	95 6 6
FEARN:			
Balmuchy - - P. 12	*80	77	88 18 0
		80	98 11 6
Hill of Fearn - P. 12	*131	18	26 12 6
Hilton - - P. 12	*202	172	231 4 0
FODDERTY:			
[illegible] - - P. 3	*196	127	143 0 0
Maryburgh - P. 3	*190	156	156 7 6
GAIRLOCH:			
Achtercairn - P. 6	*85	65	66 15 0
Busainaluib - P. 6	*140	76	83 6 0
Inveraslale - P. 6	*100	86	107 3 0
Kenlochewe - P. 6	*40	21	30 5 6
Laide - - P. 6	*90	37	43 3 0
Mellon Udrigle - P. 6	*44	34	46 13 0
[illegible] - - P. 6	*84	46	46 3 0
[illegible] - - P. 6	*110	44	53 2 0
Pool Ewe - - P. 6	*57	38	51 5 0
Sand - - - P. 6	*70	46	65 6 6
Achadesdale - P.C.	a		
Pool Ewe - - P.C.	a		
GLENSHIEL:			
Letterfearn - P. [illegible]	*35	24	31 3 3
Shiel - - - P. [illegible]	*37	21	38 3 0
KILLEARNAN:			
Killearnan - P. 6	*190	64	84 3 6
Tore - - - P. 6	50	28	46 2 6
KILMUIR EASTER:			
Kilmuir Easter P. 11	*160	108	140 16 10
Tullich - - P. 11	*80	30	47 4 0
KILTEARN:			
Kiltearn - - P. 3	*171	135	134 10 6
KINCARDINE:			
Achnahannet - P. 7	*40	24	39 16 0
Croick - - P. 7	*35	14	23 0 6
Culrain - - P. 7	*60	12	29 3 6

a School closed.

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Ross and Cromarty —*cont.*			
KINCARDINE—*cont.*			
Gledfield - - P. 7	*115	92	125 4 6
Louberoy - - P. 7	18	16	31 10 0
KINLOCH-LUICHART:			
Achnasheen - P. 6	*52	25	43 16 0
Kinloch-Luichart P. 6	40	14	39 16 6
Strathgarve - 6	80	29	27 8 0
KINTAIL:			
Dornie - - P. 8	*57	42	40 6 6
Inverinate - - P.	*		
Killilan - - P. 8	*60	30	43 17 6
Dornie, St. Duthac's R. 8	88	16	18 4 6
KNOCKBAIN:			
Drumsmittal - P. 3	*120	92	108 7 1
Munlochy - - P. 3	*140	89	82 8 6
Upper Knockbain P. 3	117	45	57 14 0
Arpafeelie, St. John's - - E. 3	87	44	59 15 2
LOCHALSH:			
Auchmore - - P. 8	*50	29	40 2 0
Earbusaig - - P. 8	*82	46	57 19 0
Lochalsh - - P. 8	*90	48	71 3 0
Plockton - - P. 8	*169	115	170 9 6
		18	14 12 6
LOCHBROOM:			
Achiltibuie - - P. 7	*147	85	99 6 0
Altando - - P. 7	*90	92	121 14 0
Ardindrean - - P. 7	*60	44	62 15 6
Auchduairt - - P. 7	*24	10	24 7 0
Badcaul - - P. 7	64	36	53 13 6
Bord Buie - - P. 7	39	15	64 2 6
Lochbroom - - P. 7	*62	32	55 5 0
Scoraig - - P. 7	80	27	41 16 0
Strath Cainnard P. *c*	*		
Tanera - - P. 7	*30	9	25 15 0
Ullapool - - P. 7	*362	209	339 19 0
Leckmelm - - 7	30	28	48 1 0
LOCHCARRON:			
Attadale - - P. 8	45	26	40 4 8
Balnacra - - P. 8	*50	15	28 12 0
Kishorn - - P. 7	*51	47	47 16 9
Lochcarron - - P. 8	*167	101	128 13 6
Strome - - P. 8	45	44	62 2 0
LOCHS:			
Achmore - - P. 4	*70	23	27 15 6
Balallan - - P. 4	*190	89	107 16 0
Cromore - - P. 4	*63	46	58 19 0
Fidigary - - P. 4	*150	145	146 13 6
Graver - - P. 4	*85	55	52 10 0
Grimishader - P. 4	34		
Kershader - - P. 4	*75	55	56 9 1
		96	121 15 6
Knock-ian-due - P. 4	*90	24	13 9 0
		19	25 19 6
Lemreway - - P. 4	*101	93	113 19 0
Lurebost - - P. 4	*150	61	63 19 0
Planascar - - P. 4	*100		
LOGIE EASTER:			
Logie Easter - P. 11	*102	61	67 14 0
Scotsburn - - P. 11	*99	78	106 0 0
NIGG:			
Nigg - - - P. 11	*160	48	47 10 6
Pitcaline - - P. 11	*85	51	52 3 0

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Ross and Cromarty —*cont.*			
RESOLIS:			
Cullicudden - P. 6	*123	71	86 17 6
Newhall - - P. 6	*123	101	106 18 0
ROSEMARKIE:			
Fortrose Academy P. 12	150	117	168 18 6
Fortrose, Infants P. 12	50	49	41 8 6
Rosemarkie - P. 12	*130	74	71 5 0
Rosemarkie - F.C. *c*	*		
ROSSKEEN:			
Ardross - - P. 12	*114	44	60 10 0
Bridgend - - P. 11	*205	169	227 0 6
Invergordon - P. 11	*308	217	291 0 6
Newmore - - P. 12	*107	43	39 19 6
		16	8 6 0
Saltburn - - P. 12	*90	24	24 6 0
Bridgend of Alness F.C.	*		
Invergordon - F.C.	*		
STORNOWAY:			
Aird - - - P. 3	*180	209	178 1 8
Back - - - P. 3	*270	209	211 17 0
Bayble - - P. 3	*210	197	184 10 6
Knock - - P. 3	*120	110	108 16 6
Laxdale - - P. 3	*190	178	191 0 0
Nicolson - - P. 3	253	206	283 17 6
Sandwickhill - P. 3	*225	142	110 16 6
Tolsta - - P. 3	*130	99	94 10 0
Tong - - P. 3	*92	96	88 15 0
Stornoway - F.C. 3	*163	128	117 10 10
Stornoway, Female Industrial 3	189	152	203 3 6
TAIN:			
Inver - - - P. 6	*91	79	82 18 6
Tain - - - P. 11	*323	216	253 16 6
TARBAT:			
Old - - - P. 11	*289	199	266 16 6
		25	26 4 0
West - - - P. 11	*68	45	51 9 6
UIG:			
Bernera - - P. 4	*120	50	142 19 6
Breasclet - - P. 4	*141	137	160 6 6
Carloway - - P. 4	*220	141	143 3 0
Crowlista - - P. 4	*88	59	86 2 0
Dun Carloway - P. 4	*100	64	95 16 6
Isilvig - - P. 4	*85	47	51 14 6
Loch Croistean - P. 4	*65	46	64 7 0
Valtos - - - P. 4	*130	94	107 17 0
URQUHART AND LOGIE WESTER:			
Conon - - - P. 3	*125	77	93 16 6
		10	6 7 6
Culbokie - - P. 3	*134	117	138 7 6
		31	22 7 0
Ferintosh - - P. 3	*155	58	65 14 0
		28	19 10 0
Mulbuie - - P. 3	*95	71	95 3 0
		22	16 15 0
Ferintosh - - F.C.	*		
URRAY:			
Marybank - - P. 12	*120	103	118 10 0
Tarradale - - P. 12	*180	144	165 15 0

c School closed.

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ROXBURGH.			£ s. d.
ANCRUM:			
Ancrum - - P. 2	195	108	100 19 0
Sandystones - P. 8	94	42	47 18 6
		21	17 19 0
BEDRULE:			
Bedrule - - P. 3	84	30	40 4 6
BOWDEN:			
Bowden - - P. 9	125	78	32 18 6
Midlem - - P. 8	88	54	63 7 0
CASTLETON:			
Burnmouth - - P. 5	*55	39	54 7 6
Hermitage - - P. 5	*75	29	43 12 6
New Castleton - P. 5	*233	164	171 10 6
Riccarton - - P. 5	67	33	45 4 0
Saughtree - - P. 5	50	50	61 5 6
CAVERS AND KIRKTOWN:			
Cogsmill - - P. 3	*100	46	60 8 0
		20	9 7 6
Denholm - - P. 2	*219	103	107 3 6
		50	39 4 6
Kirktown - - P. 2	*135	62	67 11 0
		19	14 7 8
CRAILING:			
Crailing - - P. 2	125	74	73 13 6
ECKFORD:			
Caverton Mill - P. 3	93	36	34 11 6
Eckford - - P. 2	100	59	56 19 6
EDGERSTON:			
Edgerston - - P. 3	*78	46	56 10 6
EDNAM:			
Ednam - - P. 2	*130	105	110 13 2
HAWICK (BURGH):			
Burnfoot - - P. 11	*1,038	359	731 12 6
		74	64 15 0
Drumlanrigg - P. 11	*773	476	446 11 11
St. Mary's, Infant P. 11	228	198	153 11 9
Trinity - - P. 11	*770	581	508 7 6
Wilton - - P. 11	*769	553	483 0 0
Roman Catholic - 11	154	98	84 2 6
St. Cuthbert's - E. 11	102	97	84 1 0
		23	20 17 6
HAWICK (LANDWARD):			
Newmill - P. 1	116	68	76 7 0
HOBKIRK:			
Hobkirk - - P. 3	145	90	84 19 0
HOWNAM:			
Hownam - - P. 5	61	31	46 1 6
HUME AND STITCHELL (*see* BERWICKSHIRE).			

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for which Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Roxburgh—*cont.*			£ s. d.
JEDBURGH (BURGH):			
Grammar - - P. 7	*635	342	349 0 0
Jedburgh - - E. 11	*196	137	119 17 6
St. John's - - E. 11	*243	139	133 15 6
JEDBURGH (LANDWARD):			
Lanton - - P. 3	*102	30	45 9 6
Pleasants - - P. 3	*96	90	88 13 0
		15	9 12 6
KELSO:			
Kelso - - P. 7	507	364	404 13 6
Kelso, Infants - P. 7	*219	17	14 17 6
		163	130 4 6
LILLIESLEAF:			
Lilliesleaf - - P. 8	186	138	144 18 6
		31	27 6 6
LINTON:			
Linton - - P. 3	84	52	63 3 0
MAKERSTON:			
Makerston - - P. 2	127	67	73 8 6
MAXTON:			
Maxton - - P. 8	151	73	93 18 [illegible]
MELROSE:			
Blainslie - - P. 3	*103	77	81 8 2
Gattonside - - P. 12	*86	34	32 14 [illegible]
Langshaw - - P. 8	*50	28	29 5 [illegible]
Melrose - - P. 12	*305	301	323 19 [illegible]
Newstead - - P. 12	86	41	28 11 6
Newtown, St. Boswell's - - P. 12	*156	139	130 15 0
MINTO:			
Minto - - P. 3	78	74	78 4 0
MOREBATTLE:			
Morebattle - - P. 3	*181	108	108 3 0
Mowhaugh - - P. 3	40	15	30 17 0
OXNAM:			
Oxnam - - P. 3	120	45	60 9 0
Towford, Duke of Roxburgh's - 3	86	29	29 12 6
ROBERTON:			
Howpasley - - P. 5	*23	15	29 1 0
Roberton - - P. 8	*110	41	38 10 [illegible]
ROXBURGH:			
Fairnington - P. 4	*83	26	29 8 6
Heiton - - P. 4	*75	58	46 1 [illegible]
Roxburgh - - P. 3	*128	58	72 17 [illegible]
ST. BOSWELL'S:			
St. Boswell's - - P. 4	125	112	126 14 [illegible]
SMAILHOLM:			
Smailholm - - P. 3	112	86	86 13 6
SOUTHDEAN:			
Glen Douglas - P. 3	77	26	14 14 10
Southdean - - P. 3	110	64	60 10 6
SPROUSTON:			
Hadden - - P. 4	66	26	31 7 [illegible]
Lempitlaw - - P. 2	90	69	68 18 6
Sprouston - - P. 3	116	70	79 15 6

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Roxburgh—*cont.*			£ s. d.
TEVIOTHEAD:			
Teviothead - P. 3	90	44	66 8 0
Allanwater - - 5	38	17	32 2 0
WILTON:			
Clarilaw - P. 3	65	38	43 5 6
Dean - - P. 2	*56	55	46 12 0
Stouslie - P. 2	67	14	25 18 6
YETHOLM:			
Yetholm - P. 3	*201	176	175 12 9
Yetholm, Kirk G.A.	*		
SELKIRK.			
ASHKIRK:			
Ashkirk - P. 2	*130	74	82 7 6
CADDONFOOT:			
Caddonfoot - P. 4	136	79	90 18 6
ETTRICK:			
Ettrick - P. 7	61	32	68 19 0
GALASHIELS (BURGH):			
Galashiels - P. 1	*904	966	894 6 1
		83	70 6 0
Galashiels, Infants - P. 1	191	133	105 4 0
Glendinning Terrace - - P. 1	*352	354	375 3 0
Ladhope - P. 1	*310	308	327 15 0
Old Town - P. 1	450	405	397 18 4
Galashiels - E. 1	*263	225	196 18 6
		24	20 13 6
Galashiels - R. 1	278	223	222 8 0
Gala, Subscription *c*	*		
GALASHIELS (LANDWARD):			
Lindean - P. 8	*60	33	38 19 0
KIRKHOPE:			
Kirkhope - P. 3	107	44	54 17 0
Redford Green - P. 7	35	7	21 10 0
Duke of Buccleuch's - - 7	38	22	34 7 6
SELKIRK (BURGH):			
Knowe Park - P. 12	420	356	381 17 0
Selkirk - P. 12	*541	407	356 2 6
		27	20 0 0
Selkirk - R. 12	121	65	54 16 6
SELKIRK (LANDWARD):			
Selkirk - P. 12	*317	252	247 2 6
		48	42 0 0
Bowhill - - 7	53	37	49 8 6
YARROW:			
Megget - P. 7	19	8	22 6 0
Mountbenger - P. 3	35	17	30 10 0
Yarrow - P. 3	91	48	67 7 6
Yarrowford - P. 3	*45	17	28 4 0

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STIRLING.			£ s. d.
AIRTH:			
Airth - - P. 4	*182	117	107 3 6
South Alloa - P. 4	*100	53	42 2 6
Dunmore, Lord Dunmore's - E. 4	84	49	54 3 0
BALDERNOCK:			
Baldernock - P. 3	*122	68	84 2 0
BALFRON:			
Balfron - P. 3	*208	159	168 19 0
BOTHKENNAR:			
Bothkennar - P. 3	*405	286	303 16 6
BUCHANAN:			
Buchanan - P. 4	52	35	47 5 0
Inversnaid - P. 6	43	10	9 11 1
Sallochy - P. 4	38	13	27 19 6
CAMPSIE:			
Craighead - P. 5	*197	130	189 2 3
		35	30 12 6
Glen - - P. 5	36	18	24 12 0
Lennoxtown - P. 5	*567	306	470 14 0
		79	69 2 6
Torrance - P. 6	*160	115	118 12 6
		26	22 15 0
Lennoxtown, Oswald - Ch. *c*	*		
Lennoxtown, St. Machan's - R. 11	246	175	168 6 0
DENNY:			
Denny - P. 4	*600	636	682 16 6
		120	105 0 0
Lawhill - P. 4	*50	32	28 [illegible] 6
Longcroft - P. 4	*452	319	352 14 0
		44	38 10 0
Denny - R. 12	187	135	131 14 6
Haggs, Subscription -	*		
DRYMEN:			
Auchentroig - P. 4	59	21	36 14 6
Drymen - P. 4	150	102	114 18 0
Finnich - P. 4	51	22	30 14 6
DUNIPACE:			
Dunipace - P. 7	*300	150	147 12 6
Torwood - P. 7	*60	66	57 15 0
FALKIRK (BURGH):			
Bainsford - P. 1	620	387	402 14 6
Central - P. 1	*384	399	397 17 6
		68	54 18 6
Comely Park - P. 1	901	512	530 17 6
High - P. 6	261	249	257 [illegible] 6
Northern - P. 1	*1,141	922	1,024 6 0
		207	181 2 6
St. Francis' - R. 12	288	194	179 8 0
FALKIRK (LANDWARD):			
Auchengean - P. 5	95	73	80 19 0
Bonnybridge - P. 5	*762	416	410 2 6
		33	28 17 6
Camelon - P. 5	*1,080	612	576 15 3
		66	57 15 0

c School closed.

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Stirling—*cont.*			
FALKIRK (Landward)—*cont.*			
Greenhill - - P. 5	207	188	175 19 0
Laurieston - P. 5	*492	430	428 18 0
		28	24 10 0
FINTRY:			
Fintry - - P. 3	*90	54	60 4 0
GARGUNNOCK:			
Gargunnock - P. 3	*167	92	97 8 0
GARTMORE (*see* PERTHSHIRE).			
GRANGEMOUTH:			
Dundas - - P. 1	*820	720	630 0 0
Zetland - - P. 1	371	412	384 18 9
		49	42 17 6
KILLEARN:			
Killearn - - P. 3		107	112 15 0
KILSYTH (Town):			
Auchinstarry - - P. 12	*1,078	293	297 4 6
		[illegible]	[illegible]
Kilsyth - - R. 12	*333	280	245 18 6
KILSYTH (Landward):			
Banton - - P. 3	*183	113	127 0 0
Chryston Green - P. 3	196	129	134 11 6
KIPPEN:			
Arnprior - - P. 2	*100	74	79 15 0
Bucklyvie - - P. 2	*120	89	93 7 6
Castlehill - - P. 2	*191	81	71 9 2
Kippen - - P. 2	96	50	63 15 0
LARBERT:			
Carronshore - P. 3	*512	371	389 4 10
		39	33 0 0
Larbert, Central P. 3	*748	717	737 17 7
		36	31 10 0
Larbert, Village P. 3	*643	311	327 6 4
		47	41 2 6
Stenhousemuir P. a	a		
Carron - - 3	215	212	220 5 0
LOGIE:			
Bridge of Allan P. 4	*296	240	241 3 0
		26	25 8 0
Causewayhead - P. 4	*120	66	65 9 0
MUIRAVONSIDE:			
Blackbraes - P. 5	364	270	275 1 6
Drumbowie - P. 5	*541	331	281 17 6
		30	31 10 0
Muiravonside - P. 5	*178	158	139 10 6
		11	7 16 0
NEW or EAST KILPATRICK (*see* DUMBARTONSHIRE).			
POLMONT:			
Polmont - - P. 4	*273	170	164 12 1
		11	8 17 6
Polmont, Female P. 4	62	56	57 12 6
Redding - - P. 4	*212	234	234 19 0
		19	16 7 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount. £ s. d.
Stirling—*cont.*			
POLMONT—*cont.*			
Redding, Muirhead - - P. 4	208	142	123 14 9
		18	8 17 6
Shieldhill - P. 4	234	179	169 0 0
		19	12 0 0
Polmont - - F.C. c	c		
Rumford - - R. 12	110	41	35 15 0
ST. NINIAN'S:			
Bannockburn - P. 2	*501	378	379 16 0
		24	15 4 0
Cambusbarron - P. 2	*266	161	155 3 6
East Plean - P. 2	*180	94	86 18 0
		15	9 5 0
Fallin - - P. 2	*90	46	53 14 0
Milton - - P. 2	*180	96	89 0 0
Muirland - - P. 2	*40	10	23 7 0
West Plean - P. 2	100	46	47 3 0
Sauchie, Female 5	71	27	43 13 0
SLAMANNAN:			
Avonbridge - P. 6	*180	110	98 16 5
		10	8 13 6
Limeriggs - - P. 6	*382	304	310 11 0
		40	35 5 0
Rosemount - P. 6	*146	132	128 13 6
Slamannan - P. 6	*613	562	519 8 3
		83	72 12 6
Barnsmuir - R. 6	138	83	69 12 6
STIRLING (Burgh):			
Abbey - - P. 5	60	48	45 10 6
Allan's - - P. 2	846	563	594 10 1
		76	66 10 3
Craigs - - P. 6	*650	537	505 2 6
		49	55 10 6
High - - 6	306	173	188 15 10
		19	18 11 6
Raploch - - P. 2	87	35	34 2 6
St. Ninian's - P. 2	*360	278	277 16 0
		21	14 5 0
Territorial - P. 1	552	434	391 16 9
Stirling - - M. 5	330	210	183 5 0
St. Mary's - R. 12	334	246	215 5 0
STRATHBLANE:			
Strathblane - P. 2	*243	148	130 2 0
SUTHERLAND.			
ASSYNT:			
Achmelvich - P. 8	50	23	26 9 0
Assynt - - P. 8	26	13	31 15 0
Culkein - - P. 8	*95	98	107 16 0
Drumbaig - P. 8	*58	60	66 10 6
Elphine - - P. 8	*55	28	44 11 6
Lochinver - - P. 8	*84	54	85 13 0
Stoer - - P. 8	104	53	60 10 6
CLYNE:			
Brora, Evening P.	—	24	20 0 0
Clyne - - P.	*205	170	142 2 6
Doll - - P. 7	82	31	23 6 6
Strathbrora - P. 7	26	8	20 7 6

a School sold.

c School closed.

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
Sutherland—*cont.*			£ s. d.
CREICH:			
Bonar Bridge - P. 7	198	95	94 17 0
Invershin - - P. 7	40	37	58 11 0
Larachan - - P. 7	*100	29	48 12 0
Rosehall - - P. 7	*90	58	76 11 0
DORNOCH:			
Balvraid - P. 7	*80	51	74 19 0
Dornoch - - P. 7	*184	134	208 3 0
		15	7 15 0
Embo - - P. 7	110	111	102 16 0
Rearquhar - P. 7	*100	43	35 16 0
Skibo - - 7	82	34	50 3 0
DURNESS:			
Durine - - P. 8	116	79	92 16 6
Laid - - - P. 8	33	40	86 1 0
EDDRACHILLIS:			
Badcall, Inchard P. 8	*80	58	96 8 6
Oldshore - - P. 8	*80	53	55 6 0
Scourie - - P. 8	55	32	73 15 0
FARR:			
Armadale - P. 4	*54	41	53 19 6
Dalhalvaig - P. 4	*60	31	55 19 6
Farr - - - P. 4	*108	82	129 5 6
Kirtomy - - P. 4	*62	30	32 2 9
Melvich - - P. 4	149	63	72 12 11
Strathy - - P. 4	*90	55	67 1 11
GOLSPIE:			
Golspie - - P. 1	*357	192	245 9 0
		24	12 5 6
KILDONAN:			
Helmsdale - P. 1	374	208	264 2 0
Kildonan - P. 6	29	16	28 3 6
Kinbrace - - P. 6	34	22	33 8 6
LAIRG:			
Lairg - - P. 7	*164	115	144 13 0
Shinness - - P. 7	86	40	57 16 0
LOTH:			
Loth - - - P. 7	60	28	43 0 6
Portgower - P. 7	51	59	65 6 9
ROGART:			
Blarich - - P. 7	81	47	52 16 0
Rhilochan - P. 7	43	23	22 14 0
Rogart - - P. 7	109	65	92 8 0
TONGUE:			
Melness - - P. 8	*205	115	133 18 6
Skerray - - P. 8	*110	76	91 12 0
Tongue - - P. 8	*110	64	105 13 6

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount.
WIGTOWN.			£ s. d.
BARGRENNAN (*see* KIRKCUDBRIGHT).			
GLASSERTON:			
Glasserton - P. 3	107	49	56 2 0
Knock - - P. 3	91	48	55 17 0
Ravenstone - P. 3	*74	49	62 19 6
INCH:			
Cairn Ryan - P. 5	81	47	59 2 0
Castle Kennedy P. 5	115	67	71 16 6
Inchparks - P. 5	141	116	127 5 0
Lochans - - P. 5	*168	106	108 2 0
KIRKCOLM:			
Douloch - - P. 5	*105	62	52 0 0
Kirkcolm - - P. 5	168	102	104 19 0
Village - - P. 5	49	33	33 7 6
KIRKCOWAN:			
Darnow - - P. 5	35	19	27 19 0
Kirkcowan - P. 5	239	182	147 5 0
KIRKINNER:			
Kirkinner - - P. 4	178	119	113 19 6
		16	14 0 0
Longcastle - P. 4	109	74	69 0 6
Malzie - - P. 4	57	36	45 12 6
KIRKMAIDEN:			
Central - - P. 5	*230	173	184 11 6
Northern - - P. 5	*190	112	111 0 6
Southern - - P. 5	*85	51	49 14 0
LESWALT:			
Larbrax - - P. 5	*55	31	28 12 0
Leswalt - - P. 5	*200	109	106 0 6
MOCHRUM:			
Culshabbin - P. 3	*60	45	45 18 0
Elrig - - - P. 3	*80	44	43 19 6
Mochrum - - P. 3	132	83	77 11 0
Port William - P. 3	*220	164	176 7 0
NEW LUCE:			
Glenwhilly - P. 4	*31	22	35 19 0
New Luce - P. 4	*154	90	80 4 6
OLD LUCE OR GLENLUCE:			
Drochduil - P. 4	*120	74	72 16 5
Glenluce Academy P. 4	*313	277	316 4 2
Glen of Luce - P. 4	*128	58	70 3 6
PENNINGHAME:			
Corsbie, Infants P. 12	121	100	77 2 0
Grange - - P. 3	*100	50	51 14 0
Loudon - - P. 3	54	34	39 12 6
Penninghame - P. 12	*240	255	245 18 6
		30	13 10 0
Challoch - - E. 3	35	34	24 11 6
Newton Stewart, St. Ninian's - R. 12	180	32	23 4 6
PORTPATRICK:			
Portpatrick - P. 6	*277	126	118 10 0
Enock - - G.A.	*		

Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount	Name of School Board, Name and Denomination of School, and Month when Inspection is due.	Number of Scholars for whom Accommodation is provided.	Annual Grants. Average Attendance.	Annual Grants. Amount
Wigtown—*cont.*			£ s. d.	**Wigtown**—*cont.*			£ s. d.
SORBIE:				WHITHORN:			
[illegible] - P. 3	188	141	145 2 0	Grammar, Road P. 3	191	173	166 17 1
[illegible] - P. 3	*160	124	108 10 0	[illegible] - P. 3	131	84	81 10 6
STONEYKIRK:				Principal - P. 3	177	134	146 2 8
[illegible] - P. 6	*160	98	94 12 0	Whithorn, Bvg. P.	—	10	7 18 0
[illegible] - P. 6	*70	62	70 9 6	WIGTOWN:			
[illegible] - P. 6	117	76	64 18 6	Burgh & Parish P. 10	276	263	248 10 0
[illegible] No. 2 P. 6	*133	116	118 3 6	All Souls - R. 10	105	25	17 6 3
STRANRAER (BURGH):							
Academy - P. 6	*648	230	235 2 0				
[illegible] - P. 1	*[illegible]	306	267 15 0				
[illegible] No. 2 P. 1	144	83	70 13 6				
[illegible] - P. 1	*302	247	220 7 0				
[illegible] - F.C.	*c*						
St. Joseph's - R. 1	72	58	53 16 0				

c School closed.

GRANTS PAID TO SCHOOL BOARDS

(under Sect. 67, Education (Scotland) Act, 1872) during the year ended 31st May 1895.

Name of Board.	County.	For Year ended Whit-Sunday.	Amount. £	s.	d.
Aberdour	Aberdeen	1894	17	7	1
Airdrie (Burgh)	Lanark	„	492	7	6
Anstruther-Easter	Fife	„	27	1	4
Applecross	Ross	„	21	3	6
Arbroath	Forfar	„	286	15	7
Assynt	Sutherland	„	40	4	3
Auchindoir	Aberdeen	„	12	8	3
Banff (Burgh)	Banff	„	113	18	1
Barra	Inverness	„	95	17	6
Barvas	Ross	„	298	9	3
Beath	Fife	1893	276	19	0
„	„	1894	315	7	3
Benholm	Kincardine	„	18	8	6
Bervie	„	„	80	1	6
Birsay and Harray	Orkney	„	88	12	0
Bonhill	Dumbarton	„	157	3	4
Boyndie	Banff	„	45	8	1
Brechin (Burgh)	Forfar	„	236	9	4
Bressay	Shetland	„	33	10	5
Clarkston	Lanark	„	130	5	1
Craig	Forfar	„	39	3	11
Cross and Burness	Orkney	„	19	19	6
Cullen	Banff	„	110	11	3
Dalgety	Fife	„	26	9	5
Dalserf	Lanark	„	4	2	4
Drainie	Elgin	„	97	14	6
Duffus	„	„	159	8	0
Duirinish	Inverness	„	156	4	9
Dunbar (Burgh)	Haddington	„	25	0	0
Dunfermline (Burgh)	Fife	„	401	5	1
Dunnottar	Kincardine	„	40	11	6

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.		
			£	s.	d.
Dunrossness - - -	Shetland - -	1894	129	9	4
Dysart (Burgh) - - -	Fife - -	,,	351	19	9
Enzie - - - -	Banff - -	,,	42	17	8
Evie and Rendall - -	Orkney - -	,,	19	13	1
Eyemouth - - -	Berwick - -	,,	78	0	3
Ferryport-on-Craig - -	Fife - -	,,	78	19	7
Fetlar - - - -	Shetland - -	,,	13	2	11
Firth and Stennis - -	Orkney - -	,,	33	13	2
Fordyce - - - -	Banff - -	,,	63	3	9
Forfar (Burgh) - - -	Forfar - -	,,	374	8	7
Gairloch - - - -	Ross - -	,,	54	19	3
Galashiels (Burgh) - -	Selkirk - -	,,	214	5	0
Gamrie - - - -	Banff - -	,,	158	12	5
Girvan (Burgh) - - -	Ayr - -	,,	61	2	10
Glenrinnes - - -	Banff - -	,,	8	0	0
Harris - - - -	Inverness - -	,,	143	19	5
Hawick (Burgh) - - -	Roxburgh - -	,,	365	13	9
Holm - - - -	Orkney - -	,,	19	7	4
Hoy and Graemsay - -	,, - -	,,	25	17	6
Keiss - - - -	Caithness - -	,,	51	3	3
Keith - - - -	Banff - -	,,	158	11	3
Kemnay - - - -	Aberdeen - -	,,	42	15	3
Kilbirnie - - - -	Ayr - -	,,	54	15	7
Kilfinichen and Kilvickeon -	Argyll - -	,,	17	18	3
Kilmuir - - - -	Inverness - -	,,	59	5	8
Kilrenny - - - -	Fife - -	,,	73	7	6
Kilsyth (Burgh) - - -	Stirling - -	,,	143	17	6
Kirkcaldy (Burgh) - -	Fife - -	,,	189	8	5
Kirkwall (Burgh) - -	Orkney - -	,,	102	0	11
Lady - - - -	Orkney - -	,,	26	6	3
Lanark (Burgh) - -	Lanark - -	,,	167	5	2
Langholm - - -	Dumfries - -	,,	65	12	0
Larkhall - - -	Lanark - -	,,	188	10	11
Latheron - - -	Caithness - -	,,	128	19	9
Loadhills - - -	Lanark - -	,,	41	18	7
Lerwick - - - -	Shetland - -	,,	139	14	9

Name of Board.	County.	For Year ended Whit-Sunday.	Amount.
			£ s. d.
Leslie	Fife	1894	11 13 9
Lochalsh	Ross	„	26 0 0
Lochbroom	„	„	59 11 0
Lochgelly	Fife	„	134 17 3
Lochs	Ross	„	223 5 0
Marnoch	Banff	1893	13 4 2
„	„	1894	14 1 3
Montrose (Burgh)	Forfar	„	199 12 6
Mortlach	Banff	„	42 14 6
Musselburgh (Burgh)	Edinburgh	„	123 17 3
Nairn (Burgh)	Nairn	„	100 12 0
Nesting, Lunnasting, Whalsay, and Skerries.	Shetland	„	59 6 3
Newbattle	Edinburgh	„	35 7 6
Newburgh	Fife	„	28 0 9
New Byth	Aberdeen	„	28 16 0
New Pitsligo	„	1893	19 16 2
„	„	1894	29 4 1
Northmavine	Shetland	„	42 14 5
North Uist	Inverness	„	171 13 3
Orphir	Orkney	„	33 2 0
Pitsligo	Aberdeen	„	64 6 9
Pittenweem	Fife	„	66 16 0
Polmont	Stirling	„	94 7 3
Portree	Inverness	„	84 2 3
Prestonpans	Haddington	„	48 6 1
Rathven	Banff	„	272 17 6
Rhynie	Aberdeen	„	40 5 4
Rothiemay	Banff	„	21 6 0
Rousay and Egilshay	Orkney	„	16 7 10
St. Andrew's and Deerness	„	„	24 9 6
St. Monance	Fife	„	65 0 6
Sandsting and Aithsting	Shetland	„	83 4 3
Sandwick	Orkney	„	8 19 0
Scoonie	Fife	„	150 11 9
Slamannan	Stirling	„	172 11 5
Sleat	Inverness	„	51 8 6

Name of Board.	County.	For Year ended Whit-Sunday	Amount		
			£	s.	d.
Snizort - - - -	Inverness -	1894	58	9	8
South Ronaldshay and Burray -	Orkney - -	,,	137	12	10
South Uist - - -	Inverness -	,,	191	8	6
Springburn - - -	Lanark - -	,,	109	7	1
Springfield - - -	Fife - -	,,	1	7	[illegible]
Stornoway - - -	Inverness -	,,	59	1	3
Stevenston - - -	Ayr - -	,,	122	11	6
Stonehouse - - -	Lanark - -	,,	39	1	[illegible]
Stornoway - - -	Ross - -	,,	329	14	8
Strath - - - -	Inverness -	,,	75	5	8
Stromness - - -	Orkney - -	,,	96	18	6
Stronsay and Eday - -	,, - -	,,	16	10	9
Tingwall, Whiteness, and Weisdale.	Shetland - -	,,	46	11	7
Tiree - - - -	Argyll -	,,	73	7	9
Tranent - - - -	Haddington -	,,	73	5	6
Uig - - - -	Ross - -	,,	185	17	11
Unst - - - -	Shetland - -	,,	17	19	9
Walls and Flotta - -	Orkney - -	,,	67	8	1
Walls, Sandness, Papa, and Foula	Shetland - -	,,	43	3	6
Westray and Papa Westray -	Orkney - -	,,	59	9	6
Wick (Burgh) - - -	Caithness -	,,	243	5	0
Yell - - - -	Shetland - -	,,	83	16	9

EDUCATION (SCOTLAND).

NORTHERN DIVISION.

GENERAL REPORT FOR THE YEAR 1894,

BY

T. A. STEWART, Esq., M.A., LL.D.,

ONE OF HER MAJESTY'S CHIEF INSPECTORS.

Presented to Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

And to be purchased, either directly or through any Bookseller, from
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1895.

[C.—7761.]

GENERAL REPORT, *for the Year* 1894, *by* T. A. STEWART, ESQ., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTHERN DIVISION *of* SCOTLAND.

MY LORDS, Aberdeen, January 1895.

I HAVE the honour to present my report on the Northern Division of Scotland. There is no change to chronicle since last year, either in the extent of the Division or in the composition of the working staff.

I.—SCHOOL SUPPLY.

Awakened activity in Aberdeen.

In Aberdeen signs of awakened activity are apparent, caused by the recognised necessity of working off arrears. I do trust that the present Board, with a single eye to the interests of education, will boldly and promptly grapple with and solve the whole problem. The beginning and end of the solution, I venture to think, is immediate and sustained action.

Projected work.

A large school at Broomhill approaches completion; enlargements and improvements at Porthill Public School have been carried out, and plans have been prepared for large new schools at Torry and Kittybrewster, and for a school to accommodate the pupils taught in the Northfield and Westfield schools—two buildings much out of date. The Central School (formerly Girls' High School) has been reconstructed so as to contain all the Ex-VI. pupils taught previously in the free schools of the city. Already 200 pupils are in attendance. The experiment originated chiefly in the necessity of avoiding overcrowding in some of the schools, but it has now assumed an important educational aspect to which I shall refer later on.

The Central School.

Class-rooms for secondary education.

In the county of Aberdeen several class-rooms have been built, or are being built, to provide space for pupils studying the higher branches. The Aberdeen County Committee have allocated 1,600*l.* to assist school boards in the erection of these rooms. Great care has been taken to secure that no portion of the money shall be devoted to meeting any obligations regarding elementary education, and in this way saving the rates. The grant was in all cases regarded as a supplement to, not a substitute for, local effort. A notable remodelling of an old school building which has effected a complete transformation has occurred at Strichen, where, at the cost of 1,200*l.*, rooms with all the best modern fittings and appliances, and with furnishings and appointments in every way admirable, have been erected to promote the development both of primary and secondary education. Half the sum was, on investigation, reasonably regarded as having been incurred for the latter. Consequently the county committee has awarded the handsome subsidy of 300*l.* The other schools to which help has been given, usually of 100*l.*, are Ellon, Kintore, Kemnay, Insch, Udny, Newmachar, Rayne, Inverurie, Torphins, Methlick, and Maud. In the case of Maud the school boards of Old and New Deer have appointed a joint committee with a view to the erection of a combination school, at this important railway junction,

Strichen.

Other schools.

New school at Maud.

to take the place of two school buildings, Honeynook girls' and Bank boys' schools, both condemned in my last annual report as having ceased to fulfil the conditions for a grant. A secondary department is to be added, costing 300*l.*, of which the county committee are to contribute two-thirds. This will be a school with great possibilities for the future.

New Deer School

The New Deer School Board have decided to abandon Brucklay Infant School, an erection that has been a chronic nuisance both to educational and sanitary authorities, to erect a new infant school and teacher's school house, and to convert the present house into a class-room for cookery and laundry work. Bulwark School has been converted into an infant school, and the remaining school "on the list" last year, Maryculter boys', is to be discontinued, and new buildings are to be erected to contain the pupils taught there and those educated in a neighbouring school. New schools are to be built also at Peterculter and Cults.

Maryculter and Peterculter

These steps are all, in my judgment, in the right direction; they are in the lines of an enlightened educational policy which speaks volumes for the intelligence and courage of the school boards who have carried them through, often in the face of serious local obstruction.

Old Deer; new policy.

At Old Deer the graded school has, at the desire of the majority of the board, been broken up, and the girls' school resuscitated. As a piece of educational policy this is probably a mistake, but as the best policy for restoring some measure of tranquillity to that tempestuous neighbourhood the step is possibly a judicious one. Anyhow, the people of Old Deer should know their own business best, and they must take the responsibility for the consequences, good or bad.

Dundee and Broughty Ferry.

Mr. Calder also marks with pleasure the "great activity in providing "school accommodation in Dundee," but points out that additional accommodation will soon be necessary in Broughty Ferry.

II.—Attendance and Per-Centages.

Summary of Northern Division, 1894.

No. of District.	Name of District.	Number present at Inspection.	Number in Average Attendance.	Number examined in and under Standard III.	Number examined in Standards IV. to VI.	Number examined in Ex-VI.
15	South Forfar -	34,590	29,876·4	24,227	8,347	785
16	North Forfar, &c. -	15,019	12,831	10,207	4,371	397
17	Banff, &c. - -	17,027	14,483	11,254	4,762	890
18	Aberdeen, &c. -	57,634	51,113·7	38,582	16,709	1,990
19	Caithness, &c. -	14,946	12,690	9,553	4,451	926
20	Elgin, &c. - -	11,252	9,921·2	7,496	3,356	490
21	Inverness, &c. -	18,690	15,064	9,434	5,316	875
	1894. Totals -	169,158	145,969·3	110,753	46,213	6,311
	1893. Totals -	160,899	138,395	107,756	46,253	5,762
	1892. Totals -	160,332	136,157	107,477	46,129	5,729
	1891. Totals -	167,030	141,286	99,790	51,771	5,630

Before drawing any deductions from the above table, and, indeed, from any of the tables in this report, I would point out that, while they have been prepared with Mr. Craigie's faultless accuracy, they are to be accepted with limitations as an embodiment of the truth. The disturbing element of Article 10 must be eliminated. An Inspector may, in an emergency of over-pressure, recommend some of the best schools for payment of grant under this Article, and so his statistics suffer. And then epidemics are uncertain in outbreak. The past year seems to have been singularly free from these scourges till quite recently. How are we to decide that the attendance, or, rather, the regularity of attendance, has improved because the numbers in attendance have increased ? Statistics. Effect of Art. 10.

Looking at the above table we observe that there is a rise in the average attendance of 7,594 since last year (1893) of 9,832 since 1892, and of 4,703 since 1891. Unless we could eliminate the increase of population, epidemics and Article 10, there is not much to argue about here. Not much to go upon.

I am not aware of any noticeable change in the matter of irregularity of attendance, and, like my colleagues, I have no fresh suggestions to offer. Irregularity of attendance unchanged.

Mr. Whyte refers again to the leading causes of irregularity, and shows that people who ought to know better are apt to wink hard when their own personal convenience at sport or play is concerned. He urges a wider area for prosecutions, and again recommends an attendance limit instead of an age qualification as a cure so far. Mr. Whyte.

Mr. Calder deals with the subject chiefly in connexion with the discontinuance of attendance in Standards III. and V., and gives some very interesting details. He approves of an age limit as well as a standard test, unless the test is raised to Standard VI. Mr. Calder.

Mr. Lobban reports continued improvement in the matter of attendance in a district where it must be most difficult to secure anything like regularity. He draws attention to the fact that the attitude of boards has greatly changed for the better, points out the difficulty caused by the "casual withdrawal of children by parents on the slenderest grounds," and refers with satisfaction to the operation of the Highland Minute. Mr. Lobban. Attitude of boards improved. Highland Minute.

Per-centages.

In my report of last year full details were given of the variations in the recommendation of the grants for discipline, class subjects, and general efficiency. It was premised then that the figures should be interpreted conditionally, as a large number of schools had failed to be inspected. During the past year epidemics have not been so much in evidence, and whether for this reason or for the other, that the omitted schools last year were in some cases the best ones, the statistics this year show gratifying progress, and a tendency towards reasonable approximation. Epidemics not so prevalent. Tendency towards approximation.

The numbers present show an increase in all the districts except North Forfarshire, where there is a falling off of 423. The total increase is 8,349. The increase of the numbers presented beyond the standards is 549. Increase of numbers.

All the districts show a rise in the higher award except Elgin, where it is practically the same as last year. The difference between the awards in North and South Forfar, which last year was 19 per cent., is this year only 14 per cent. Caithness has risen from 52 to 70 per cent. Comparison of per-centages. Discipline.

Singing. South Forfar, Aberdeen, and Banff again appear at the top of the list, and in the same order as last year. Inverness again stands lowest.

Merit grant. Lower section of schools. Children in and under Standard III.

North Forfar and Banff awards have fallen by 6 per cent. South Forfar and Aberdeen have risen by 8 per cent. Caithness has risen by 11 per cent. Elgin and Inverness are practically the same as last year.

Upper section of schools. Children in Standards IV., V., and VI. :—

Elgin and Caithness awards have risen by -	11	per cent.
Aberdeen award has risen by - - -	5	,,
Banff ,, ,, - - -	3	,,
South Forfar and Inverness awards have risen by - - - - - -	2	,,
North Forfar has fallen by - - -	4	,,

English. In English the per-centage of schools earning the 2*s.* grant has risen in Aberdeen, South Forfar, and Elgin by 8·5 per cent., 4·3 per cent., and 5·7 per cent. respectively; in Caithness by 17 per cent., and in Inverness by 6·8 per cent. In Banff and North Forfar it has fallen by 8·6 per cent. and 11·7 per cent. respectively.

Geography. The Aberdeen, Caithness, South Forfar, and Elgin awards have risen by 3·4 per cent., 19·7 per cent., 4 per cent., and 2 per cent. respectively. Those of Banff, Inverness, and North Forfar have fallen by 6·2 per cent., 1·2 per cent., and 5·3 per cent. respectively.

History. Aberdeen, Caithness, South Forfar, and Elgin awards have risen by 3·7 per cent., 15·5 per cent., 12·4 per cent., and 4·5 per cent. respectively. In Banff, Inverness, and North Forfar they have fallen by 1·3 per cent., 1·6 per cent., and 7·7 per cent. respectively.

Mr. Lobban's explanation. Mr. Lobban sends me an explanation (to which reference may most appropriately be made at this stage) in regard to a remark made in my last annual report, that the Caithness award (merit grant) was "possibly "on the severe side."

He says:—

"For the last year or two I have found it impossible to overtake all the work of my district, and grants have been paid to a large number of schools without inspection. Naturally several of my best schools were in previous years omitted in this way, my rule being, as far as possible, to visit all the weak or doubtful ones in order that they might reap the benefit of any improvement in their position. But we cannot go on leaving out the same schools year after year, and I find that, of the 15 schools omitted this year, not one has ever got an 'excellent' mark, a fact alongside which I may place this other, that my 'excellents' under 19 B. 1. (*a.*) and 19 B. 1 (*b.*) are respectively 14 and 13 per cent., figures which I suppose bring me more nearly into line with my neighbours."

Untrained teachers. Mr. Lobban also refers to the great number of untrained teachers in his district arising partly from a desire on the part of the boards to encourage the home product, and partly from the difficulty—an increasing one—of obtaining suitable trained teachers, and "even when trained "teachers are imported, the chances are that they will take the first "favourable opportunity of migrating to more congenial climes."

III.—Standard Subjects.

Little that is new can be registered in the teaching of these. By general consent, progress, secure if slow, is being made in reading, writing, and arithmetic. It is now acknowledged on all hands that

reading and writing must be *taught* on definite principles. The continuous hum or scrape when these branches were switched on for an hour in the daily routine is pretty much a goblin of the past. Clear and distinct enunciation, correct pronunciation, proper grouping and phrasing, natural and pleasing modulation and expression, avoiding both bombasm and monotone—these are the features we have strenuously sought to inculcate, with, it is pleasant to add, a very gratifying measure of success. And these are not intuitions but acquisitions gained by imitation in the first instance with explanation of principles to follow, so as to guide subsequent unaided effort. To assume that because a child may know the meaning of a passage, he will be able to read aloud with proper modulation and expression is about as absurd as it would be to place a violin in the hands of an untrained performer and expect him to play with due expression a piece of music put before him.

The requirements in reading.

Acquisitions not intuitions.

Both in reading and writing a large part of the development and progress is unquestionably due to the friendly hints and suggestions given by my colleagues in the district to young teachers on inspection days. I have no doubt that similar methods are adopted in other districts with equally good results.

Help and hints from inspectors to teachers.

Mr. Muir fears that reading deteriorates as the standards advance. Mr. Andrew and Mr. Whyte urge a wider course of reading, and the latter repeats his contention in favour of school libraries.

Mr. Muir.
Mr. Andrew.
Mr. Whyte.

I think the time has come when these should be demanded as a necessary complement to school life, and either encouraged by special grant or compelled by reduction of the general grant. Mr. Whyte draws attention to the faulty pronunciation of consonants.

Libraries should be insisted on.

Great difference of opinion appears to exist as to what the Civil Service style (which everybody recommends) is or is not. Although two years ago I specifically described the style in vogue in the North as characterised by spaced-out letters, narrowed m's and n's, &c., and added that a tendency to make the letters perpendicular or to slope them slightly backward should be avoided, two rival publishers have quoted my commendation of the Civil Service style as a "puff" of their systems to neither of which did my remarks apply. I am not aware that any publisher has the monopoly of the system described by me, and if he had I should certainly not mention his name. But really it matters little what style is adopted if it is a style, if it is teachable, and if it is taught. Teachers will soon find out the style they can teach to the best advantage, and while there may be many styles in a district there should be only one in a school. The folly of procuring copybooks and setting the pupils to imitate the headlines instead of teaching them the principles of the formation of each stroke and curve need scarcely be pointed out—yet the warning is not wholly unnecessary.

Writing.
Civil Service style.
Question of style.
One school one style.

The reports are generally favourable and satisfaction is expressed that the decimal and metric systems have not been demanded at present. There is an expression of regret that so little time can be spared for mental arithmetic in the higher standards. Mr. Andrew has a very fresh and valuable suggestion regarding the grouping of classes for this subject and for revisal generally.

Arithmetic.
Mr. Andrew.

While the three stock subjects may be regarded as on a sound and satisfactory basis, one branch which includes writing and spelling has been the subject of chronic adverse criticism. I refer to composition. The importance of the subject and the difficulty of teaching it are allowed on all hands. Lack of imagination, of wider reading, of school

Composition.
Difficulties.

libraries, of constant practice beginning at the earliest stages in the formation of correct and idiomatic sentences, the apathy of teachers, who with a spark of enthusiasm and special effort might develop this exceedingly useful subject—all these have been commented on from time to time.

Old grammars. Paraphrasing.

We might with advantage hark back to the methods of old-fashioned grammars, where sentences were given to be corrected, and the very useful gymnastic of paraphrasing would also be of service. Some people despise this method because the result is not literature. Neither are the school boys' or students' renderings of English passages into Latin or Greek—literature, but the exercise is a valuable gymnastic all the same. I would draw special attention to Mr. Andrew's remarks on this subject. He suggests a very stimulative programme of work Mr. Whyte also contributes valuable counsel.

Mr. Andrew's suggestions.

IV.—Class Subjects.

English unsuitable passages for repetition.

Much dissatisfaction is still expressed regarding the passages selected for repetition, and several inspectors are surprised (and I fully share the surprise) that teachers should tolerate the tiresome repetition of doggerel all the year round.

Grammar appears to be taught in a way to secure general approval.

Geography and history.

Of geography and history not much is said. The advantage of dropping a third-class subject is referred to by Mr. Robertson.

Science.

Science makes somewhat slow progress. Wherever it has been attempted the observing and reasoning faculties of the children have been quickened to an extent that no teaching of geography or history, however successful, can rival.

V.—Specifics.

Increase and decrease of presentation.

The total number of presentations in 1894 has increased since 1893 by 1,660.

Mathematics shows an increase of		619	In the 3rd stage,	nil	
Latin	„	„	560	„	„	54
French	„	„	307	„	„	53
German	„	„	40	„	„	nil
Greek	„	„	37	„	„	13
Agriculture	„	„	213	„	„	nil
Domestic economy	„		135	„	„	—

Mathematics, German, and agriculture have fallen off in the 3rd stages by 25, 28, and 79 respectively.

The subjects that show a decrease are navigation (109), book-keeping (105), and phonography (75).

The revival of the higher branches.

It is very refreshing to find that the teaching of the higher branches is in so promising a condition. Doubtless the aid given by the county committees has tended to foster this revival. An interesting point may be mentioned here. In their first scheme the Aberdeen County Committee decided to give a sum of 3*l.* for every "good" as opposed to "bare" pass in the 3rd stage of a secondary subject. But under the

Aid from county committee.

stimulus of such recognition it is found that the passes in the 3rd stage are invariably "*good*," so that the restriction has meantime been dropped.

VI.—Classification and School Staff.

In my report for 1893 I drew attention to what appeared to me to be a mistake in organisation, namely, the detention or retention of the same teacher for a number of years in charge of the same standard. In addition to the time lost in the transference of the children to a new teacher who must acquaint herself with their dispositions, there is the deadening effect of piece-work. What is a teacher who has for 10 years conducted a 2nd Standard fit for? Simply for teaching Standard II. and no more. With a rotation of classes, say from Standard I. to Standard IV., not higher, save in exceptional cases, the female teacher would carry on the same pupils from year to year. No doubt at the end of the fourth year she would have to go down to the plain like Sisyphus, to roll the stone up again, but this is no degradation. It is simply the repetition of an honourable experience. I said "up to Standard IV." because I think that, as a rule, in our large schools Standards V. and VI. should be taught by male assistants. Another point is that when the same teacher carries on the work of a class for several years she will take care to cause the teaching to overlap a little so as to prepare for the following year. The isolated teacher of Standard II. has no encouragement to teach beyond the exact requirements of her standard, and so the educational product is "a length" with no margin. Another point that strikes me is that in our large schools we appear to be drifting away from the mixed system. When the numbers are large, boys and girls are separated and taught by different teachers. This is, in my opinion, a retrograde method. When girls and boys are taught together, the former gain in smartness, activity, and self-reliance, the latter in gentleness and courtesy; when taught separately, the girls are apt to become soft, slow, and sheepish, and the boys rough and rude. Another important point in classification is the following. In the case of a large new school where the pupils come dropping in day after day, the difficulty of placing them in a suitable class must be very great. In such circumstances it may be advisable for a time to form a class for the backward children for special drill, but to continue this method, when the natural remedy is a thorough-going system of classification, is an educational policy of very doubtful expediency. The backward pupils who are able to go on with the rest —although not so fast—are much more likely to make good progress when they are associated with their brighter companions, and stimulated by their intelligence, than if they are labelled "awkward squad," and consigned to a class-room where all hope must be abandoned. Nor is it a healthy or humane conception of education to select the bright and brilliant, and to elevate them into a caste of their own, leaving the dullards to plod along uncheered by the society of comrades who happen to have more or better brains.

Defects in classification.

Teachers should not be confined to one class.

Male teachers for large standards above IV.

Advantages of rotation.

The mixed system being neglected.

Advantages of mixed classes.

Backward pupils should not be taught alone.

Advantages of mingling with brighter ones.

Attention is drawn by several of Her Majesty's Inspectors to the staffing of schools, to the difficulties that small country schools have to contend with where one teacher has to conduct a large number of classes, and where the sympathy of numbers is wanting. It is also noted that school boards seem to forget that the minimum staff is meant

Difficulties of small country schools.

merely for the minimum or compulsory work (reading, writing, and arithmetic), and that where (as fortunately is usually the case), other subjects are taught, it is quite inadequate.

I have no doubt that the difficulty of getting teachers to take charge of small country schools or to remain in charge of them is increased by the attitude referred to, and while I would plead for generous treatment, for sympathy and encouragement, and for loyal support on the part of managers and parents, on general grounds, there can be little doubt that the added stimulus to a teacher's energy will amply repay any such kindness in the improved quality of the education of the children; while neglect and grumbling as to the teacher's salary tend only to paralyse effort and to send the hard-worked teacher disgusted away.

Reduction of salaries fatal to educational efficiency.

Persecution.

It sometimes happens that if a good salary, say 170*l*., is given to a teacher in a small school, it is reduced to 100*l*. when he leaves. This, although meant to save the rates, is a deadly blow at educational efficiency. Cases of persecution are not so common as they used to be, but a very bad case was brought under my notice the other day. Such and the like tend to bring the profession into discredit, and to cause the scarcity of teachers of which we hear so much. But it would not be fair to leave this branch of the subject without referring to the courtesy and consideration of many school boards who treat teachers as human beings in need of sympathy and very grateful when they receive it.

Courtesy.

VII.—Infant Departments.

The moulding of character.

No part of our elementary school work can be reported on with more confidence and pleasure than our large infants' schools. In these the happy combination of amusement with instruction tends to develop all that is best and most engaging in child nature. A great deal is done too that cannot well be recorded in words, in the way of formation of character at the earlier stages. The little folk are trained to be clean and tidy, smart, honest, and polite, and one cannot but think that the bright rooms with pictures and attractions of all kinds must serve to elevate the children's conceptions of what their homes might be with a little more taste and care.

In the country schools the single-handed teacher has little time to spare on the infants—the most restless of her flock—and she cannot be expected to reach the attainments of a city school; yet it is wonderful what enthusiasm effects even under these disadvantages.

VIII.—Discipline.

Attitude of children towards teacher.

I have already referred to the teacher's influence in moulding the character of infant children. This process is perhaps more difficult as the age of the children advances and as the effect of direct discipline decreases. The older children must be greatly led by the teacher's own personal power of attraction. Here explanations of the reasons for certain lines of conduct should be given and a breach of school discipline might form a valuable occasion for an object lesson on the subject. But, as soon as may be, the children should come to regard the teacher as a fellowworker and friend who is doing his utmost to enable them to turn their time to the best account at a period when, if

it is lost, it can never be regained, and they should have some idea that their probable success in after-life will depend not only on the sound and thorough education they are receiving, but also on the fruitful efforts of the teacher to form their characters bit by bit, and to make his pupils honest, intelligent, and industrious men and women. Nor should they fail to be taught the alarming lesson that their characters are slowly fixing and crystallising irrevocably for better or worse.

I would draw attention to Mr. Andrew's remarks on the subject of personal influence. Mr. Andrew.

IX.—Singing.

The higher grant is most frequently earned in South Forfar and Aberdeen. Pupils are now becoming much better acquainted with the ear and time tests. An easy piece of music in two or more parts (unseen before) is readily rendered in our city schools, and more difficult pieces, specially prepared, have frequently been sung with precision and harmony. Progress.

Mr. Litster, who has charge of singing in the Aberdeen board schools holds at the close of each year a grand musical fête, with some play, such as "Aladdin and the Wonderful Lamp" or the "Babes in the Wood" to set off both action and music. Selected children are brought from a number of schools, enough to form a very large choir. It must take a world of trouble and practice to bring these children to sing as they do, in excellent time and tune, with taste and melody. The proceeds are entirely devoted to charitable objects, such as the Children's Clothing Association. Mr. Litster.

X.—Sewing.

Fifty-six schools in the division (the same number as last year) took up needlework as a class subject. Forty-four of them earned the 2*s.* grant; the remainder the 1*s.* grant. The work generally is highly satisfactory, and in some of our schools reaches a level of marvellous excellence. Satisfactory condition.

Mr. Andrew suggests that in large secondary schools the girls might be relieved from sewing altogether. Mr. Andrew.

XI.—Drill.

No school with any ambition or any pretension to modernity is found lacking some form of this most useful branch. It is not difficult to tell, when one enters a school, by the erect carriage of the children, by their instantaneous obedience and soldier-like activity of movement, whether drill has been taught or not. The time has, I think, now come when this subject should either be specially paid for by an addition to the grant or be included under the head of discipline as one of the conditions of the higher award. Advantages. Should be paid for.

Teachers should be encouraged to qualify themselves by certificates from Physical Training Colleges, such as the Aberdeen one, of which Major Cruden is the moving spirit. To him more than to any one Certificates. Major Cruden.

else belongs the credit of having pioneered the whole movement in the north.

Benefits to health.

The money stimulus would undoubtedly foster a branch of which many people speak with gratitude, because, apart from its other benefits, it has often restored appetite, vigour, and health to sickly frames, and if the body reaps benefit the mind will share and share alike.

XII.—Pupil-teachers.

Bad to worse.

In the Northern Division, in 1894, 30·5 per cent. earned the 3*l.* bonus; in 1893, 35·7 per cent., so that matters are going from bad to worse. Severe strictures were passed on the present condition of affairs in my last report both by several of my colleagues and myself, but it is unnecessary to repeat these now as I understand that my Lords have been investigating the whole question with a view to place the system on a more satisfactory basis.

Whole question being considered.

An interesting educational experiment, to which reference has already been made, may be recalled in this connexion. The Aberdeen School Board have gathered into a central school the pupils beyond the standards who were formerly taught in small numbers in the free schools. This school with a special and separate staff of teachers seems likely to form a nursery or preparatory class for candidates who seek to fill the office of pupil-teacher.

A nursery.

Advantages.

Here the sympathy of numbers and the stimulus of competition which could scarcely operate among the isolated driblets who were taught in the other schools, and remained in them only till some appointment opened, have induced the pupils to attend regularly and to stay on until their elementary education at least is fully completed, with no mean grounding also in the higher branches. It is gratifying to note that a large number of pupils attending this school passed successfully at last inspection the examination for the merit certificate. Whether Standard VI. (so long as it is not the compulsory standard) might not be treated in similar fashion is a question to be considered. In many cases the gain to the children would be unquestionable, but the depletion of the other schools, depriving them of their higher classes, would probably be found to involve serious and unanswerable objections.

XIII.—Evening Continuation Schools.

It was premature to say much of these last year, because at the time the report was written very few had been visited, and any remarks would have savoured rather of prophecy than history. But after a year's experience it may confidently be stated that while grave defects have to be referred to, a very great deal of useful and sound work has been overtaken.

Term continuation does not apply to all.

The term *continuation* does not exactly describe the nature of these schools, especially in the country. Many of them are rather *revival* schools. Men of all ages welcome them as holding out opportunities of going back on their early school life and picking up something they have lost there—ploughmen plod their weary way to these schools for self-improvement—the father often sits on the same bench as his son. There is I presume no harm in all this, although the original intention of the movement is scarcely realised.

The only defects that need be referred to are :— Objections.

(1.) That children who have already spent some five or six hours in a day school should not have to resume work even on other subjects at an evening school, but this is not a common practice.

(2.) Teachers can have little time for private study and preparation of lessons if their evenings are taken up at this work. It may of course be replied that these schools are open only during a short period of the year.

(3.) And chiefly; school boards in several cases have shown the greatest apathy and indifference. Cases of "farming," which is expressly forbidden, have been reported to me by my colleagues, and I have in consequence issued due warning that no grant may be paid. In some cases the teacher has had to furnish his own fire and light! One pens the fact with supreme disgust.

Very full and valuable contributions have been sent me on this new departure in education. I regret that there is no room for them all, and I append a brief synopsis with a few extracts later on.

I examined myself Gordon's College Evening School, a model in every way. Here work of this nature has been carried on for years, and here it reaches the highest pitch I have ever seen. It is a very pleasant sight to witness the infectious enthusiasm of young men and maidens who spend their evenings in this admirably conducted institution to add to their equipment in knowledge and training, so that they may with the greatest courage and hope go out to make their way in the world. The other city schools also show admirable work, and the country schools with all their disadvantages merit a meed of hearty praise. Gordon's College. Admirable work.

I have made the following synopsis of Mr. Craigie's report :—

Visited 14 schools in Aberdeenshire (four in the city) and nine in Kincardineshire. Best work in city schools. Specialists employed—disadvantages of country schools; yet 40 or 50 pupils in some of these—very regular attendance although long distances to travel, often through snow. Attendance encouraged by popular lectures, gymnastics, musical evenings, social meetings, and the return of fees to those who made a certain per-centage of attendances in the case of town schools. (Mr. Muir, Her Majesty's Inspector, regards this last as bribery and objects to it.) Enrolment in the city has reached 2,684 as against 2,020 in the previous winter. Usual subjects in country schools, reading, writing, arithmetic, composition, agriculture, music, book-keeping, sewing, and cookery. Almost all the branches in the Evening School Code are attempted in town schools. The roll should be called at the beginning of the meeting and checked every half-hour. Synopsis of Mr. Craigie's report.

Mr. Topping :—

"Thirty-four schools visited in Aberdeen and Kincardine, four in Banff, and six in Orkney. Subjects usually wisely selected. After thorough grounding in essential subjects, choice often left to class in case of other branches. Physiography, human physiology, agriculture, navigation, botany, Latin, French, German, book-keeping, shorthand, building construction, music, drawing, and physical exercises. Of Mr. Topping's.

"Arithmetic favourite subject, with mensuration occasionally. Mistake sometimes made in following day school methods not suitable for evening classes, and working sums from text books from which only the more practical examples should be taken.

"Composition next in favour and most needed—generally well taught—difficulty of finding subjects—too much confined to reproduction of story as in day school, and to copying business letters. More variety required.

"Writing.—Forms of correspondence should be included in the copybooks.

"Books in use very suitable—Kingsley's 'Westward Ho!', Scott's novels, Life and Duties of Citizen. School newspapers, weekly papers, magazines, and Reading.

small libraries employed. Science classes assisted by grants from the technical committee of the county council—often lantern used in teaching geography and human physiology—microscope and chemicals in teaching agriculture, and a good supply of apparatus for other subjects. In the summer months several of the classes in mensuration continued their course by actual practice in land-measurement.

As to falling off in attendance, the apathy of school boards and registration, see the extracts quoted from Mr. Craigie's and Mr. Topping's reports.

XIV.—Secondary Education.

Not for many years has the subject of secondary education bulked so largely in the eyes of the community as it does at the present day. Many curious problems have arisen which need not be discussed here. I prefer to deal with facts. And one great fact is this, that as a consequence of the formation of burgh, and especially county committees, a number of influential people, landlords, county gentlemen, and prominent business men have been led to take a personal interest in the whole subject. This is a point of immense importance. The vulgar habit is to rail at educational movements, at new fangled modern methods, at over-pressure, the tyranny of the Department and its representatives, caprice, extravagance, increased rates, and all the rest, but it is certain that when the general public, through the leaders of opinion, have gained some idea of the great work that is going on, and how we all try to help it on, they will offer aid and sympathy instead of unreasoning and unreasonable opposition.

Consequence of formation of burgh and county committees.

Dawning of better days.

The principle of the Aberdeen county scheme.

The county committee of Aberdeenshire have, it seems to me, proceeded on thoroughly safe and sound lines. They encourage children to remain at school a little longer than before, and offer them a reward of 3*l.* if they pass the third stage of a secondary subject. But as it would be folly for children to remain much longer at their own schools after passing Standard VI., as there is little competition or provision for their instruction, they are induced (if they wish to continue their education and carry it higher) to attend a central higher class school by gaining a bursary of 20*l.* per annum for three years. Three large centres in addition to Aberdeen, which the burgh committee deals with, receive a grant of 150*l.* each to strengthen the teaching power. The result of all this has been a revival of secondary work in Aberdeenshire, and the prospects for the future are full of hope and promise. In Kincardineshire, where the money is too small to be of much service, and where double the sum could easily be spent to the great advantage of the county, the best has been made of limited means, and considerable progress in the higher work may be anticipated. The Aberdeen Burgh Committee has given slump sums to three schools in Aberdeen and awaits further developments.

Prospects full of hope and promise.

Burgh committee.

Mr. Andrew gives an account of the working of the Banffshire and Orkney schemes.

Banffshire and Orkney.

Banffshire is a sort of self-contained county in the matter of secondary education. It has worthily preserved its traditions of the past, and has been favoured even with extravagant and fulsome eulogy. Ten years' experience of that county enables me to speak with some authority on the excellence of the work done in the schools, and Mr. Andrew, my successor, is as proud of the district as I was.

Reputation of Banffshire.

It is curious to note the line of educational cleavage in the north. Aberdeen is the only portal for eastwards from Keith. Nobody ever dreams of going westwards from Keith for education. The attraction of

The counties of Aberdeen, Banff, Nairn,

the Aberdeen centre, if it can be called one from its position in a corner, is not very powerful in Morayshire, where the genius of the county is not of the Aberdonian type. Perhaps the soft landscape of Moray and the bare slab of granite, with a sprinkling of earth over it, which constitutes Buchan, may explain the incompatibility. Nairn is a sort of sleepy hollow with no great inclinations towards either east or west, and is rather inclined to be self-supporting. But as we pass westward the tide of educational interest sets towards Inverness.

Moray, and Inverness from an educational point of view.

Inverness would be an excellent centre for a university for the north-west and west of Scotland. The higher education in that important city is in rather a chaotic state at present, but I understand that some effort is being made to systematise it and place it on a better footing.

Inverness should have a university.

A point of some interest in connexion with secondary education is this. The teachers of secondary schools appear to resent somewhat the idea that secondary education should be taught in driblets in elementary schools. They talk as if Latin taught in a secondary school is a very different thing from the same subject taught in an elementary school which has but short time to devote to the study, and so it is, with the difference that *we generally find much more accurate and thorough grounding in the elementary school.* Naturally secondary teachers desire to get promising pupils at as early an age as possible, but who is to test their promise if not the elementary teacher, and who is so well fitted to lay the sound and secure foundations of higher work, and for that matter to send now and then a boy full-fledged direct to the university? There can never be, at least I hope there never will be, any attempt made to divorce secondary from elementary education in Aberdeenshire. In Banffshire the marriage bonds are too tightly knit to be lightly broken.

Attempt to demarcate quality of work in primary and secondary schools a mistake.

Secondary schools depend on the elementary schools in the north for their "grist."

Rather should our secondary teachers realise the fact that the pupils sent to them have been carefully trained for years, and that the higher education super-added would little avail, did it not rest on a sound original foundation, and lastly, that no small share of the credit of the subsequent success of distinguished pupils is due, and should be paid, to those who have so skilfully trained them from their earliest years. A final very important consideration regarding the teaching of secondary subjects in elementary schools may best be stated in Dr. Craik's own words. (Report on examination of higher class schools, &c., 1894, p. vi.)

"But it must not be forgotten that such higher education as is given in the State-aided schools is all that is open to a large number of the children, and that the inclusion of some such education in the curriculum is a traditional feature of Scottish schools. Nor can it fairly be asserted in view of the very creditable appearance made by the State-aided schools under the searching test of the leaving certificate examination, that these schools have failed to show that they can successfully overtake a fair amount of secondary education."

Dr. Craik on the higher work done in elementary schools.

XV.—Institutions for the Education of the Deaf and Dumb and Blind.

The managers of the Institution for the training of the Deaf and Dumb have provided an excellent gymnasium in which exercises in drill and gymnastics are very expertly performed by the pupils. It has been suggested that a carpenter's bench with tools and a turning lathe would be a useful addition. Already the children show much alertness

Improvements and suggestions.

and skill in hand and eye training, and have constructed many ornamental and serviceable pieces of work.

The ordinary branches are in a satisfactory condition.

Gymnastics in both institutions.

In the school for the blind gymnastics is also practised in a way that reflects great credit on the instructor, Sergeant Munro, who has taken great trouble in training the children both here and in the Deaf and Dumb Institution. The blind children receive instruction in singing and piano playing from teachers specially appointed for the purpose. The ordinary branches show creditable advance in the case of a few, others, several of whom have recently entered, seem to be handicapped by general mental weakness and previous neglect. It is sometimes difficult to know what amount of attainment one can reasonably expect in the circumstances. One point, however, has been gained in both institutions, namely, that the pleasures of the children have been greatly increased, and their lives lightened and brightened by the improvements that the managers have recently introduced.

Pleasures of inmates have increased.

XVI.—Miscellaneous.

Savings banks.

School Savings Banks.—The following is extracted from a local Aberdeen newspaper :—

"From a statement of the business of the school savings banks submitted at a meeting of the Aberdeen School Board last night, it appears that up to December 7th there had been 28,342 transactions; 591*l.* had been deposited, 148*l.* withdrawn, and 93*l.* transferred to the scholars' credit in Aberdeen Savings Bank. During the month ended December 7th there had been an increase of 4,802 transactions."

Multiplicity of examinations.

He comments unfavourably on the multiplicity of examinations.

Mr. Calder.

Mr. Calder refers to warm dinners, swimming, dancing, and violin playing.

Warm dinners, swimming, dancing, violin playing, Dr. Fitch.

As regards cheap dinners, Dr. Fitch, ex-chief Inspector in England, when he recently visited Aberdeen, pointed out to me in conversation that penny dinners had been found to involve a serious moral risk. The child was tempted to beg, borrow, or steal his penny. Free dinners are not open to this objection, and if payment is desired, some arrangement might be made with the parents so as to remove any possibility of temptation from the children. Dancing is taught in some of the Aberdeen schools. A proposal to have swimming baths for the Grammar School boys has been talked of.

Gordon's College behind the times in regard to gymnastics.

It is to be regretted that Gordon's College does not yet make provision for training in gymnastics and physical drill. The matter has been frequently under consideration. A great school like this can boast only of a lop-sided curriculum if this subject fails to be represented.

Mr. Robertson and Civil Service examinations.

Mr. Robertson has an important contribution regarding centres for Civil Service examinations.

Mr. Munro. Æsthetics of schools and sanitation. Disappointing apathy.

Mr. Munro refers to the æsthetics of the schoolroom and regrets that so little is done in this direction in the smaller schools. He speaks strongly also regarding the neglect of sanitation. It is very discouraging to find that, after all the strictures in reports, and threats of reduction of grant, there seems to be such a dead weight of apathy and lethargy to contend with. One would suppose that parents would take some small interest in the health of their children. The following graphic report by Mr. Munro on a school I instructed him to visit without

notice speaks for itself. If the case were an isolated one, I need not quote it.

"At K——, where the sanitary arrangement had been condemned last year and the grant threatened, new offices are now in process of building, but not till typhoid fever had broken out and one or more scholars had died of it." A case in point.

I cannot close this report without expressing my grateful acknowledgment of the services rendered me by the colleagues who have been associated with me in the work of my district. Mr. Whyte has ably and heartily seconded all my efforts and like all the others has co-operated cordially in promoting to the utmost of our power the cause and progress of education.

No less gratifying is it to refer to the friendly and welcome collaboration of Her Majesty's Inspectors who have charge of the various districts included in the Northern Division.

I have the honour to be, &c.

T. A. Stewart.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

I.—School Supply.

Mr. Muir:—

"Plans have been drawn up for the erection of a large school in Montrose which will swallow up some of the existing schools. At present one school (397 present at last inspection) is scattered over the town in three sets of premises each rivalling the other two in inconvenience. At present in this dwindling town of some 16,000 inhabitants there are nine schools drawing Government grants. This means a great waste of power. In Kirriemuir the combination of three schools has not worked well." Too many schools in Montrose. Combination at Kirriemuir not a success.

Mr. Andrew:—

"The Aberlour Board are to erect this year a new school upon a new site to take the place of the present public school which cannot any longer be regarded as satisfying the conditions for a grant. A large addition has been made to Keith Public School to accommodate the secondary department. It provides a room specially fitted up for science teaching, including a laboratory for practical work; a cookery room, and a room for modern language classes. This enlargement renders the school one of the best equipped in the county. New school at Aberlour. Keith.

"The Banff Burgh School Board have under consideration the erection of class-rooms for the secondary department of the Burgh School. Banff.

"Rothiemay Public School is undergoing enlargement, and considerable improvements are to be effected in the course of the present year upon the premises at Longmanhill and Clenterty by the Gamrie Board. Rothiemay.

"Findochty Public School under the Rathven Board is overcrowded, and the influx of young children into Cullen Public School has been such that the infant department there, although enlarged only a few years ago, will require to be again extended. Other schools.

"Keith Roman Catholic School has been refurnished and otherwise greatly improved during the past year, and an addition intended to give better accommodation for the infants is being made to the orphanage school at Aberlour.

"In Orkney the public schools of Birsay and Holm have been enlarged and improved, and a class-room is to be added to Stronsay Central School." Orkney.

Mr. Calder :—

Dundee.

"The year has been one of great activity in providing permanent school accommodation in Dundee, and has witnessed the opening of new school buildings at Hawkhill, Wallacetown, and Tay Street, the completion of the enlargement of Rosebank and Liff Road Schools, and of the half of the [illegible] being added to Mitchell Street School. In these public schools the Dundee Board has provided additional school places for 3,134 children. The other portion of the extension to Mitchell Street School, with room for over 300 pupils, will be ready for occupation in a few months. With the additions that have this year been made, Dundee may be said to be amply provided with school accommodation, although there is still an apparent deficiency in the Hilltown district owing to its distance from the new schools with accommodation to spare.

Suggestions.

"During the rest from building operations which the Dundee Board will thus enjoy, it might profitably turn its attention to the improvement of its principal academy, and the enlarging of the playgrounds of some of its big schools.

Lochee.

"In Lochee the projected new Episcopal school has not been begun, nor anything done towards enlarging the Roman Catholic school, but the increasing necessity of the latter will have to be met during the coming year. Three rooms, affording excellent accommodation for about 270 infants, have been added to the public school at Carnoustie, and the new public school at Monifieth is nearing completion. The Broughty Ferry Board has before it a scheme for enlarging its Southern Public School, and a much needed enlargement and re-arrangement of the Forfar Academy buildings is projected by the Forfar Burgh Board.

Broughty Ferry.

Forfar.

"The extension of the burgh boundaries and the increase taking place in the population of Broughty Ferry will soon render additional accommodation necessary there, but the school board is alive to the desirability of meeting the want in time."

Mr. Robertson :—

Two new schools.

"Two new schools will be placed on the inspection list this year, the Digg P. School, Skye, and the school recently built by the Highland Orphanage, Inverness. Owing to the fall in the attendance through the diminishing number of the school population, the status of the Gremachvaire P. School has been reduced to that of a sub-school under Article 19 D. (*a*). Heaste Public School is likely to undergo the same change, and for the same reason.

"By far the most important change in the distribution of accommodation has been the discontinuance of the Raining's School, Inverness, and the transference thereof on lease to the Burgh School Board. The school board have re-organised and graded the higher teaching in their schools. In future the old Raining's School will be the secondary department of the Burgh High School, and into it are now being drafted all the ex-VI. pupils of the public schools."

Raining's school, Inverness, re-organised.

Mr. Lobban :—

Wick.

"One school has been closed, viz., the Wick Public School, which has become more of a hindrance than a help to the cause of education in the district."

II.—Attendance.

Mr. Muir :—

No improvement.

Shetland.

"I cannot find any improvement to speak of here. In some parishes in Shetland the [illegible] have been allowed to do pretty much as they liked in the matter of attendance, but in one of the new boards at least there is an awakening. There is of course a lack of road accommodation in Shetland, but Dunrossness continues to show what can be done when a board takes the trouble to select and where possible *to retain* good teachers, and exercises

judicious firmness with defaulting parents. In other districts there is too much laxity. Children stay away who do not live far from school—who do not live far from a good road. But irregular attendance is not confined to Shetland. In Southesk Street School, Montrose, the per-centage which represents regularity of attendance was equal to or less than that of the Dunrossness schools with all their disadvantages. At the former school it seems that, with a roll of 600 children or so, the usual number of absentees is about 100, except on Friday, the market day, when the number is larger. Montrose. Absentees.

"Tolerance of this of course weakens the hands of teachers who would enforce discipline, and the public complain, not without reason, of the idle children who make themselves offensive in the thoroughfares."

Mr. Andrew:—

"In the rural districts of Banffshire free education has not affected attendance very much one way or other. In the fishing villages along the coast the children are now sent to school at a very early age, the result being that nearly all the infant rooms have had to be enlarged. There is, however, as I have remarked again and again in former reports, no corresponding increase of children in the higher standards. The early age at which the children begin to attend makes the passing of the 5th Standard at 11 quite common, and when the fisher boy and girl reach that goal the school knows them no more. Children go earlier to school, and leave too soon.

"The early age at which fisher children leave school is not in any way connected with their being required to help their parents. They simply leave because they know that after passing the compulsory standard they cannot any longer be compelled to attend. I am assured by school managers and clergymen intimately acquainted with the ways of the people that in this matter the children are quite beyond parental control. In such schools as Findochty, Portknockie, Portgordon, Bracoden, and Whitehills, the 6th Standard shrinks away to the merest skeleton, the few pupils who compose it almost invariably belonging to the shop-keeping or farming sections of the community. The master has to work away with a handful while dozens of boys are running about wild in the streets. Cause of leaving. Children beyond parental control.

"The special grants offered under Article 19 A (1) continue to have a very beneficial effect upon the attendance in Orkney. Art. 19 A (1) beneficial.

"The unenclosed state of the country renders 'herding' a necessity. The cases, however, where children are withdrawn from school for this purpose before passing the 3rd are now rare, and the illegality of such withdrawals is distinctly recognised. I am anxious, however, to see boards take the further step of disallowing all withdrawal of children until the 5th has been passed."

Mr. Calder:—

"From a return presented at the end of the year to the Dundee School Board by its compulsory officer it appears that the inspected schools within the city have over 2,000 pupils in Standard V., and that a half of these, or about 1,000, leave school shortly after passing it, while of those so ceasing to attend school about the half, or 500, have passed this labour or test standard at or under 11 years of age. This later conclusion was arrived at by taking and thoroughly investigating '80 fairly representative cases' of pupils who had left school on passing the 5th Standard. Of these 2 had passed and left school at ten, 38 at eleven, 29 at twelve, 9 at thirteen, and 2 at fourteen years of age. The officer concludes his report by saying, 'There can be little 'doubt that a considerable number are leaving school at too early an age. 'Now that educational means and appliances are so complete, the time 'seems to have come when there ought to be an age-limit for leaving school 'as well as a standard test as at present.' And anyone who considers the enormous educational waste that this early removal with slight and evanescent educational acquirements implies, will, I think, readily agree that some remedy is urgently needed either in the shape of an age-limit or of the raising of the exemption standard to the 6th. Children leave school too soon. Age limit for leaving school.

"The same officer reports that during the year 1,752 school children in Dundee had been on the default list for irregular attendance, and that 15

of these had reached the age of fourteen and thus escaped through the meshes of the compulsory net 'without having got beyond Standard I.' He contrasts this 15 with the 206 who did so in 1879. It is, so far, satisfactory to note that as the result of the attention bestowed on these 1,752 defaulters, a general average of about 60 per cent. of the possible attendances was made by them.

Pupils drop off after passing Standard III.

Half-time system.

"In a large proportion of the inspected schools in Dundee a great falling off takes place shortly after the pupils have passed the 3rd Standard. This is caused by the half-time system so prevalent in the factories. The children so engaged, of course, have either to make one attendance at school every day or two attendances on every alternate day; but it is not every school that cares to be troubled with them among its pupils. Six of the larger factories still maintain schools for their own employees, and the school board has organised half-time departments in four of the public schools for the accommodation of the half-times in other factories, while a few attend Roman Catholic schools.

"The raising of the qualifying age to 11 years, and the ever increasing tendency to employ children who, being over 13 years of age and beyond Standard V., are thus qualified to work full time, has, with the general depression in the jute trade, led to a diminution of the number in this class; so that last year's school rolls only showed a total of 2,590 in Dundee, and of 56 in Monifieth, Carnoustie, and Forfar. As showing the steady decrease that has been going on in this half-time element, it may be noted that the factory inspector in November 1885, less than nine years ago, reports 4,513 half-timers as employed in Dundee, and in 1892, or two years ago, I found 3,210 on the school rolls."

Decrease in half-time element.

Mr. Robertson :—

Closure of schools owing to epidemics.

"Interruptions of attendance, owing to epidemics, have again to be noted, but I am inclined to think that the resort to complete closure of the school for lengthened periods is not, except in very severe cases, so much favoured. In a few rural cases during the past year, the experiment of temporary isolation of infected houses worked quite successfully. In the opinion of some, a change in the terms of Art. 19 D, which would substitute payment of grant more or less on the number of openings for payment on average attendance—the calculation, of course, being conditioned by the state of the attendance, and due relaxation being made in cases of unavoidable closure—would restrain the tendency on the part of managers to precipitate closure in the case of epidemic scares, and induce greater regard to the advantages of carrying on the work even with a considerably reduced attendance.

Defaulters are more stringently dealt with.

"Throughout this district, managers are creditably active in the enforcement of attendance by statutory procedure. Defaulters are more stringently dealt with by the sheriff or by the justices than was the case a few years ago. The expense of prosecution, more than the uncertainty of its effect, is frequently the cause of, or the excuse for, dilatory action on the part of school boards. The seat of sheriff courts is, in many cases, very remote from the school board district; and the number of rural justices of the peace who are debarred from acting in school board prosecutions through their being members of school boards is very small indeed. With all the drawbacks, however, the majority of school boards bestir themselves very effectually when the attendance falls below a reasonable measure of fulness. The special grants under Art. 19 A (1) are undoubtedly a strong incentive to boards; but it is only just to say that the *habit* of regular school attendance has been so firmly established in most cases, that the higher pecuniary rewards under that Article are often obtained without recourse to legal compulsion."

Art. 19 A (1). Good effects.

Mr. Lobban :—

Improvement.

"It is pleasing to be able to report continued improvement in the matter of attendance. The severity of the weather, the long distances from school, the nature of the roads, the *res angustæ domi*, all these hindrances are felt with special force in a district like mine. I am far from saying that the irreducible minimum of irregularity has been reached, but there can be no doubt that the attitude of boards has undergone a marked change for the better in recent years, and in respects of the results attained my district will now, I believe,

Attitude of boards improved.

compare not unfavourably with districts subject to less trying conditions. Cases of illegal employment are comparatively rare. Even herding, which prevails so extensively in Caithness, is confined to scholars who have passed the 3rd Standard—a very substantial gain indeed. What boards have to contend with now is not so much gross default or illegal employment, as the casual withdrawal of children by parents on the slenderest grounds.

Casual withdrawal of children.

"The gratifying improvement both in the results obtained and in the attitude of boards and parents towards the question is undoubtedly due to the operation of the Highland Minute. Time and experience only strengthen my conviction that there could be no more potent instrument for good in this respect than the Minute, and I for one should welcome the application of it, or of some equivalent to the country generally. It is hardly necessary to point out that its influence depends almost wholly on the firm and judicious administration of it. The effect would, I believe, be little short of disastrous if any disposition were shown to make weak-kneed concessions to the importunity of unscrupulous boards. As a matter of fact, only two boards this year failed to earn the special grants, and I am hopeful that they are taking the lesson to heart and that my next visit will find them entitled to full participation in the pecuniary benefits of the Minute."

Highland Minute has done good.

Firmness required.

Mr. Whyte :—

"The per-centage of absenteeism has not been perceptibly lowered: Many causes are at work tending to irregularity of attendance; but of course the chief is the carelessness or unwillingness of certain parents to exercise the slightest self-denial, and Johnnie and Maggie are kept at home on the most frivolous pretexts. For the children of such parents the compulsory clause should be enforced more vigorously, but except in the town of Aberdeen, where the board shows an exemplary zeal in putting into force the statutory powers, the law is seldom appealed to, and parents become a law unto themselves.

Absence on frivolous pretexts.

"Towards the end of October I visited a rural school without notice, and found that of 15 children on the registers as belonging to Standards IV. and V. only three were present. The rest were away acting as beaters for sportsmen on an adjoining estate. The same evil is felt all over the country in the vicinity of shooting grounds. In cases such as this school boards could easily remedy matters, but it is rare to find a member who is fired with any zeal in this direction."

Children employed by sportsmen.

III.—Standard Subjects.

Mr. Macleod :—

"The Civil Service style is now becoming very common, and along with its introduction there comes considerable improvement. It matters not what style is used, if it only be systematically taught, there are certain to be satisfactory results. Probably one cause of improvement may be the fact that the new system calls for some attention on the part of the teacher as to what the system consists in. When its elements are pointed out to the pupil and attention is given that he forms those elements aright the results are certain to be good. Indifferent results in this subject, to a degree which is not true of any other, are the consequence of indifferent teaching. Even when the teaching is good the pupil may never attain to anything above the poorest mediocrity in classics or mathematics, but if the teaching in writing be good the penmanship will also be good.

Penmanship. Civil Service style.

In Standard VI. the main deficiency is barrenness of ideas, and this is to be viewed relatively of course. In previous reports I recommended that teachers should take the pupils outside and show them from direct observation what points in objects should chiefly be noted and how they were to be described. Besides improving composition, such an exercise would be an admirable one for training faculties of observation, and thereby of quickening the pupils' intelligence generally. The first object might be the playground, next the

Composition. Suggestions.

schoolhouse, and afterwards the neighbouring wood, or stream, or knoll, or the nearest farm, and then a larger part or the whole of the parish.

Arithmetic. Mental arithmetic.

"The cards are usually well done, and it is the exception to find a school in which the sums are not neatly entered on paper. To mental arithmetic I am giving more attention than formerly, and I expect that ere long it will have attained a satisfactory state of efficiency. The utility of the subject is great from various points of view as promoting accuracy, quickness, and resource.

Complaints.

Sometimes complaints are made that boys going from the public schools to offices have to be taught anew the arithmetic of the office before they can take part in its business. A young person may feel himself at sea with new forms for a short time, but the average boy who has passed the 6th Standard should experience little difficulty in mastering the arithmetic of the average office."

Mr. Muir :—

Reading deteriorates in higher standards.

"In reading there is no marked change. Improvement, I think, is slowly made.

Causes.

"Looking over my notes, taken in schools during the past year, I can see at a glance that there is a tendency in a great many schools to let the quality of the reading deteriorate as the child advances from standard to standard. Teachers, I presume, find that they have so much to do in teaching the higher standards that they have not time to maintain the fine tone that is not uncommon in Standards I. and II. Boys and girls too are often more shy at 12 than at six. This consideration applies also to the recitation, especially when the recitation takes the form of a dramatic scene—or even of a simple dialogue between the sexes.

Books too easy.

We are expected to accept reading books printed in large type, with 'langnebbit' words carefully paraphrased to suit the meanest capacity, with an apparatus of lists of words, &c., filling up much of the space. I am afraid that a vast number of children leave school unable to read an ordinary passage say in the morning's newspaper and with a very glimmering knowledge as to the meaning of most words beyond two syllables. There seems to be a disgraceful competition among publishers as to who shall bring out the more 'washy' reading books and manuals of history. I have no wish to see a uniform set of text-books prescribed by the Education Department, but I cannot help wishing that the hands of inspectors were strengthened by the drawing up of an *index expurgatorius*.

Writing. Civil Service style.

"The Civil Service style of writing is coming into vogue. I am told that it is easier to teach it to young children than round hand. I should not have supposed so. Personally I am careful not to prescribe any particular style of handwriting.

Composition.

"Composition does not improve as I would wish. The point of a simple story read to them by the teacher is often missed, even where spelling, punctuation, and diction are passable or even creditable. It is being borne in upon me that the schools are falling off in general intelligence, but I will refer to this later.

Arithmetic.

"In arithmetic, one would like to have more time and mental energy at one's disposal for the oral drilling of the higher standards."

Mr. Andrew :—

Steady progress.

"While no marked improvement in standard subjects falls to be recorded, steady progress on sound and intelligent lines continues to be made.

"The goal of 'clear, audible, pleasant, and natural reading' is kept well in view. I very heartily agree with the opinion expressed by Her Majesty's Chief Inspector for the division in his general report of last year that the children read too little. This is particularly true in the case of the younger classes. Instead of two reading books there should be at least half a dozen, not necessarily increasing in difficulty, but with the limited number of vocables suited to children occurring in the new combinations which fresh books supply.

Children read too little. Additional reading books.

Writing. Civil Service style.

"The Civil Service style of handwriting is now becoming general throughout the district.

"In many schools the pupils in the 1st Standard write to dictation, instead of transcribing.

"The new proposals regarding arithmetic have not been regarded with favour by the teachers of the district. The general feeling is that the requirements in this branch are already severe enough, and that the changes proposed are not improvements. Arithmetic. New proposals disliked.

"When I can find time, but here comes the pinch, I find it an excellent plan to begin at the 6th and take it along with the 5th, 4th, and 3rd for a few revisal sums on rules already gone over, giving the sums out to be worked on slates, and encouraging speed in working. The pupils enter into this with great spirit, and I am convinced that it would be found to have a most stimulative effect upon a school if an hour were spent occasionally on practice of this kind throughout the year. Suggestion.

"The work done in this subject in the 5th is generally satisfactory, but in the 6th and ex-6th is often disappointing. In the case of advanced pupils a suitable subject should from time to time be prescribed, and the scholars asked to read up all the information they can regarding it, the teacher giving hints and suggestions as to where such information may be looked for. It is here that a small school library of well-selected books, including a good encyclopœdia, can be turned to excellent account. After a week, perhaps, has been allowed for reading up, the class should then be required to write the essay under the master's eye, turning the information they may have collected to account in its composition, but with no notes or extraneous aid of any kind beside them. It is always in connexion with the composition exercise that the result of reading shows itself, and every teacher ought to foster and stimulate reading habits among his pupils, guiding their tastes into pure and healthy channels, and often talking to them about any book in which he may himself be specially interested. Composition. Suggestions. School libraries.

"An excellent aid to the promotion of healthy interest and intelligence among the older pupils, and a capital method for getting subjects for composition, is to take in a copy of one of the weekly illustrated papers, such as the 'Graphic' or the 'Illustrated London News.' The cost could easily be defrayed by a small subscription, and the numbers preserved and bound up would go to increase the school library." Another suggestion.

Mr. Calder:—

"As a rule, distinct, fluent, and pretty correct reading is almost universal. In the best schools there is usually also an endeavour to cultivate a good style as well, and when the meaning of the lesson has been thoroughly explained, and a good model set before the class for its imitation, a very satisfactory amount of good expression and correct phrasing is almost certain to be shown in the reading of the pupils. Reading.

"Some caution is necessary in the matter of selecting reading books at the present time when publishers are flooding the market with a bewildering number of them, each striving to oust the other from the field. Most of the books are attractive and well illustrated, but many of them can hardly be said to be suitable for the classes for which they are ostensibly published, owing to the simple character and limited extent of the vocabulary used in them, which is such as would not be beyond the capability of the pupils in lower classes. The tendency is to make everything simple and easy—too easy in fact—but I doubt very much whether this is good policy. Reading books too simple.

"The upright Civil Service style of writing has gained a footing in a considerable proportion of the schools, and, when the pupils are trained to guard against angularity of form and the backward slope, the results are as satisfactory as any produced in the usual sloped style, although the penmanship can scarcely be said to have the same amount of grace and beauty in it. Writing. Civil service style.

"Composition gets a good deal of attention in the 5th and 6th Standards, but it is only occasionally that you find a proper beginning being made to it in the lower classes. Even in the 4th Standard the attempt to write a few simple sentences on some historical incident which has been the subject of Composition.

Should be begun in the lower classes

examination proves in many cases a comparative failure. Much might be done in the lower classes to foster the power of composition by requiring the children to give all their oral answers in the form of complete sentences, as is done with good effect even in most well taught infant schools.

Arithmetic.

"Judged by the test-cards supplied, the results are very satisfactory. More revisal is wanted however, as a ten minutes' examination of almost any class in the majority of schools will show. Even with the older pupils there should be more frequent practice in the elementary rules to secure expertness and accuracy in dealing with figures."

Mr. Robertson:—

General improvement.

"I have to report favourably of the progress in elementary subjects. Statistics bearing this out could be very fully given, though the considerable inequality of these would equitably demand a concurrent explanation of the great variety of local circumstances which a district like mine so markedly presents.

Writing. Civil Service style.

"Handwriting has very strikingly improved in legibility, uniformity, and general style, and the Civil Service type seems to be rapidly winning in favour."

Mr. Lobban:—

Gradual improvement.

"In reading, writing, and composition there is little to report except gradual improvement. There is still some reason to complain that in the junior classes the amount read is barely sufficient, especially for the brighter children, with the result that the lessons are more or less fully committed to memory. Fluency, accuracy, and correct phrasing are now pretty general. Indistinct speaking and shouting have in large measure disappeared. Perhaps the most common fault is that the older scholars are apt to read too fast.

Older scholars read too fast.

Writing. Upright style.

"The upright style of writing is being more and more resorted to. In the great majority of cases it is well done, but here and there the effect is rather grotesque. I may be wrong, but I seem to find it more trying to the eye to read than the old style, a fact, if it be a fact, which might be accounted for by considerations connected with the incidence of the slope and the movement of the eye.

Arithmetic.

"Accuracy and speed in counting are becoming marked features in the junior classes. In these respects there is still room for improvement in the upper standards, where also the methods of working are often mechanical and unintelligent. I regret that I have so little time for oral examination in this subject. No serious effort has yet been made to meet the requirements of the Code of 1894."

Little time for oral examination.

Mr. Whyte:—

Reading.

"Good sensible reading is common, and excellent reading is not rare, while absolutely unsatisfactory attainment is no longer found. The prevailing defect is neither in regard to fluency nor expression, but to indistinct articulation of consonants except when they begin a syllable. There is a strongly marked peculiarity all over the district to produce the vowel sounds too far back in the mouth or even in the throat. When they are followed by labials or dentals the effort to produce these, unless it be very determined, ends in a careless compromise in which the t's, d's, p's and b's, f's and v's are either lost altogether or are with difficulty distinguishable. The lips and teeth are not sufficiently exercised, and this causes a lack of clear enunciation alike in speaking, reading, and singing. There is need for more of 'the clanging of consonants like hammers ringing on the anvil.'

Indistinct articulation of consonants.

School libraries.

"I have formerly urged the need for school libraries, and I would again press the question on the notice of school managers.

Writing. Civil service style.

"The flowing tide is still with us, and in school after school whole standards will show specimens of caligraphy such as were got only from a picked pupil in a picked school, here and there, a year or two ago. As has already been pointed out by everybody, this beneficial change is due to the wholesale

adoption of the Civil Service style, or styles closely allied to it. Spelling is, on the whole, fairly good, but there is still room for improvement. Yet be it said that good, sturdy, honest Saxon words are nearly always correctly written, and the blue pencil swoops down only on the rackers of orthography which are found in the Latin and other foreign constituents of our language. Wedded with penmanship and spelling is composition, but of this, the predominant partner in the union, I cannot speak so favourably. The exercises are generally well written and correctly spelled, but too often the praise must end here. When a school has a class of children with a wider range of mental vision and a more extensive vocabulary than is usual, composition rises to a creditable level; but the bulk of the children taught in our elementary schools are extremely limited in their ideas, and their doric, though pithy, does not come trippingly to the point of the pen. Spelling. Composition. Limited ideas and vocabulary.

"Arithmetic has not changed its features since last report. The mechanical nature of much of the teaching was then commented on, and I have nothing new to add regarding it. I am glad, however, to hear that the requirements in the decimal system are likely to be relaxed." Arithmetic.

Mr. Welsh :—

"My remarks on reading do not differ from those expressed in former years. There is too much revision of lessons, from the pupils own book more especially, and too little new subject matter. Modulation, acquired only by unremitting effort on the part of the teachers, is often at the expense of real ability to read, as, in order to secure it, sickening reiteration is resorted to. More books than the ordinary class books should be read by every child, and every school should have a library suited for the abilities of the various classes. Some schools have this, and one of the results is the development of intelligence. Occasionally a school newspaper is met with in the higher classes, and always with good results. Reading. Libraries.

"Writing and composition are decidedly advancing, the former more especially giving evidence of careful training and supervision. Slovenly papers are less frequently met with, and accuracy and neatness of workmanship go more or less hand in hand. Writing and composition improving.

"Mechanical grind is the rule, fostered, no doubt, by examination by cards. Mental arithmetic is certainly a corrective, but the day is all too short for the multiplicity of subjects generally professed." Arithmetic. Mechanical.

Mr. Welsh (Lewis) :—

"There is very little new to report in regard to the elementary branches as found in Lewis and the Outer Hebrides generally. The difficulties of former years still exist, though some of them are in process of modification. Tracks which facilitate communication with neighbouring townships are now available for some of the outlying districts, and contact with strangers may now be experienced in early years. A knowledge of English is being acquired sooner than was formerly the case, and regular attendance, coupled with methodical teaching, should make a good impression in a short time. Steady advance has, on the whole, to be reported." Elementary branches. English.

IV.—Class Subjects.

Mr. Macleod :—

"This subject receives a good deal of attention in several schools. In a few schools I can go beyond the demands of the Code, and then I find creditable answers to questions on mathematical and physical geography. The majority of the schools stick to the letter of the bond, and I do not complain if it is even so fulfilled. It seems to me, however, that an elementary course of instruction in mathematical and physical geography would be beneficial to the 6th Standard in every school; and it might be worth consideration whether such a course might not be given as an alternative for history." Geography. Mathematical and physical geography.

Mr. Muir :—

History; intelligence deteriorating.

"I regret that I cannot report any improvement here. My impression is that general intelligence is deteriorating.

"I have seemed to differ from some of my colleagues as to the [illegible] history as a subject for elementary schools. I have admitted that the difference between them and me is not radical, seeing that I have my eye on history as it *might* be taught. A great deal of the teaching is of a character which is to me inexplicably unintelligent. Standard IV. will perhaps glibly name sundry battles in the contest between the King and the Parliament, but if they are asked what the big word 'Parliament' means many or perhaps all will be as unable to answer as if they were asked the meaning of 'Cortes' or Comitia Centuriata.

Science.

"Science, as a class subject, has been all but unknown in my district since its introduction into the Fifth Schedule. (There *was* science—intelligently taught—in Brechin, but it was ruthlessly stamped out.) Since the beginning of the new inspectoral year, *i.e.*, in December 1894, I have found science in one school, where, however, no scholars are retained above Standard II.

Geography. Want of intelligence.

"In geography there is a strange want of intelligence. Often, when examining Standard V. on the Mediterranean Sea and the islands therein, I ask this question: 'If you start from Malta, and try to get out of the Mediterranean in a north-easterly direction, through what will you sail?' The answer comes promptly: 'Straits of Gibraltar.'

Shetland Suggestion.

"In Shetland a splendid object lesson might occasionally be given by taking a class to some eminence near the school, and teaching them from the scenery before them what is meant by such words as island, gulf, bay, isthmus, peninsula, promontory, &c."

Mr. Andrew :—

English. Geography. History. Science. Drawing.

"English and geography are professed by all the schools. History is now attempted only in the larger ones. Science is taken as a third-class subject for boys at Fordyce and Keith. The number of schools in which drawing is taught is steadily increasing.

"In every department of a school, down even to the 1st Standard, only passages of supreme excellence and merit should be selected, and every beauty of thought and felicity of expression ought in the case of the older pupils to be carefully pointed out and dwelt upon.

Suggestion.

"The enthusiastic teacher, too, will often direct the attention of his pupils to poems or prose passages outside the range of their immediate work, and a very profitable half-hour might often be spent in reading and commenting upon them to a highest class."

Mr. Calder :—

Geography.

"Geography is almost invariably taken as the second-class subject. In the lower classes, where the elementary notions of the subject are taught, the teaching is often 'bookish' and formal, and wanting in the vivid illustration that would make it interesting and plain to such pupils. The complex plan of a large school is little more than a mystery to a pupil in Standard I., who has not been taught to set down on his slate, in fair proportion, the plan of the room in which he is taught.

Topography

"In the higher classes the subject is generally treated in an interesting and intelligent way. Topography is more and more coming to be regarded as only a part of what should be taught, and more attention is being given to descriptive geography, to the climate, productions, people, and industries of the countries, and to our commercial relations with them.

History. Varying success.

"Where three class subjects are studied, history is selected as the third except in four of the Dundee schools, where science is successfully taught. Its teaching is attended with more varying success than any of the other class subjects. It is too often made a matter of mere book-learning, but dates and facts count for little unless the pupils understand and can give an intelligent account of cause and effect, or of the bearing one event has on other events that follow it."

Mr. Robertson :—

"A large number of the schools are now inclined to abandon the teaching of the maximum number of class subjects. Much better educational results frequently follow the restriction of this branch of teaching to two class subjects, especially when advantage is taken of the permissible grouping of classes in history or geography." Class subjects often restricted to two.

Mr. Lobban :—

"Beyond the fact that a few more of the rural schools have dropped the third subject, there is no change in the number or variety of the subjects professed. I am glad to say that there is this year a considerable increase in the number of schools earning the higher grant for English. The increase is due largely to the improved results in grammar and to the fact that more attention is now being paid to the intelligent explanation of the reading lessons." Three subjects. English.

V.—Specific Subjects.

Mr. Macleod :—

"Latin, Greek, and mathematics receive quite as much attention as formerly. Agriculture is much more extensively taught than formerly, but this is not, I fancy, either from its educative value nor from its practical utility. It is found to take the place of the English literature and the physical geography of former days, and whilst persons of a censorious disposition might be inclined to say that this was done merely to earn grants, and whilst those not censorious, but observant only of parts, might be disposed to admit that grant earning is an element in the matter, it is probable that some pupils are given the subject to engross their attention when such subjects as Latin and mathematics are found to be too much for them. Navigation continues to be taught in the coast schools. Improvement in results is steady if somewhat slow. The subject is one which does not readily lend itself to cram, and being purely intellectual is not well adapted either for the very young or the dull." Agriculture. Navigation.

Mr. Muir :—

"Specific subjects do not constitute a prominent feature in my district. Two or three of the large schools—notably Kirriemuir Combined School—make a very successful presentation. Latin, mathematics, and domestic economy are the favourite subjects. A very few profess German or Greek. Taking advantage of the liberty given by the Code three or four schools have taken up shorthand and two or three book-keeping. Not numerous.

"The re-arrangement of Brechin High School, whereby the higher classes form an independent secondary department, will diminish the number of specific subjects in the elementary schools of this district. On the other hand, the grants from the county committees may encourage the driblets of specific subjects that one gets in country schools. There is of course no sneer intended, and there is no objection to driblets so long as the teaching is genuine and the other work well attended to." Brechin High School.

Mr. Lobban :—

"The presentation in these have increased about 25 per cent. The work is also of better quality, the per-centage of passes being now about 75." Increase.

VI.—Classification and Staff.

Nil.

VII.—Infant Departments.

Nil.

VIII.—Discipline.

Mr. Andrew:—

Movements. "The lower grant under Art. 19 A (3) is rarely withheld, and where there is evidence of prompt obedience, orderly class movements, honesty and self-reliance under examination, and general healthiness of tone, the higher award is always recommended. The finer qualities of discipline can hardly be discovered with any great precision amid the hurry and distraction of an examination, and are, perhaps, imponderable in the inspectoral balance. The teacher's own personal tone and individuality is the determining element in connexion with this aspect of school life."

Mr. Munro:—

Manners. "On the same side must be placed the need there is for greater regard to the manners of the children—not only to superiors, which is often supposed to be all we mean by manners—but much more to each other, that there be mutual helpfulness and kindliness, especially of the big and strong towards the young or weakly. The magisterial attitude of teacher towards pupil, so readily taken up, especially by young teachers, is also readily copied by the elder pupils towards their younger companions. Small schools lend themselves to a much more benign and home-like mode of government, and in them the maxim of Froebel—no less wise than it is beautiful—can be easily carried into practice; 'Come let us live with our children.'"

IX.—Singing.

Mr. Andrew:—

"Singing is professed in all the schools in the district except four. The number claiming the higher grant for teaching by note is increasing year by year."

Mr. Calder:—

"Singing is taught in all the schools from notes with only two exceptions. In one case no grant was recommended, and two attempting the higher only gained the lower rate; but in all the other cases a very satisfactory appearance was made, while in many of the town and a few of the country schools a creditable degree of excellence was shown both in part-singing and in reading at sight. Good songs, as a rule, had been practised."

Mr. Munro:—

Choral singing. "Choral singing is common; good choral singing is not so common. As was said of poetry last year, beautiful and artistic compositions should be selected for the year's practice. No doubt within the range that the musical capabilities of school children may be expected to cover the choice of artistic compositions is not great, unless we include cases in which a melody of extreme simplicity is woven into a work of art by means of the accompaniment. That form of music need not be confined to the drawing-room. There are many of our teachers quite capable of playing an accompaniment of moderate difficulty, and I am sure it would tend to the musical culture of the children as well as to their and the teacher's enjoyment if the piano or harmonium were judiciously used."

X.—Sewing.

Mr. Andrew:—

Very successful. "Industrial work continues to be very successfully taught throughout the district. In most cases only the lower grant under Art. 19 A. (4) is claimed, but the work shown is generally quite as good as where the class grant is

aimed at. In connexion with this branch a few small schools deserve to be specially mentioned. In Banffshire, Netherdale, Headrooms, Tarrycroys, and Blairmaud stand out pre-eminent, and in Orkney the work in South Eday Public School is simply perfect. In the majority of the large schools the sewing, as a rule, merits unqualified praise.

"In schools with large secondary departments I think the girls in the Ex-VIth might, to a considerable extent at least, if not altogether, be relieved from sewing. They have heavy work without it, and the wearisome iteration of the exercises of the schedule seems a beating of the air." Suggestion.

Mr. Welsh (Lewis) :—

"Sewing in very many insular schools has been of indifferent quality. Lack of material was frequently pleaded, the sewing mistress did not know the requirements, and in many instances could not have interpreted them had the Code of requirements been placed before her. Unfinished garments—even they few in number—and a bundle of excuses too often presented themselves on the day of inspection, and in fine this subject was not methodically taught. With a view to effect an improvement on this state of matters numerous completed sets of exercises for all standards were got from some of our good mainland schools and distributed throughout portions of the islands. They served as the best kind of object lesson and bore the interpretation of the Code on their face." Defects. Improvement effected.

XI.—Drill.

Mr. Munro :—

"The few minutes' drill is actually a refreshment and a saving of time and labour, instead of a loss of both.

"Like choral singing it tends to the subordination of the individual to the general movement and the united effect, and it produces the valuable habit of prompt obedience both of the mind of the child to the external authority, and that of the muscles to the demands of the mind, the one of value as a moral, the other of extreme importance especially to young children as a physical habit."

XII.—Pupil-Teachers.

Mr. Muir :—

"I have little to add to what you and others have said as to the training of the ill-fated tribe of pupil-teachers. Let us hope for reforms which will gradually abolish them."

Mr. Andrew :—

"In such schools as Macduff, Banff, and Keith, and, in Orkney, Stromness, pupil-teachers do well—care is taken in their selection.

"In October last two pupil-teachers, one from Banff Burgh School and one from Keith Public, gained very good positions in the Bursary Competition list, and are now in attendance at the Arts classes.

"There are, however, schools where the pupil-teacher element is a most unsatisfactory one. With but meagre attainments to begin with, they struggle through their different examinations with difficulty, fail to secure admittance into a training college or even a place in the class lists, and finally settle down as an incubus upon schools under that lowest of all qualifications which Art. 32 *c.* (3) allows."

Mr. Welsh :—

"In proof that the work is beyond the powers of a very large proportion of those who have been apprenticed, the statistics of the last (1894) midsummer examinations may be referred to. Of 1,195 who had been pupil-teachers, 227 failed altogether, and 364 only succeeded in qualifying as assistants. This leaves about 50 per cent. who are recognised as thoroughly competent teachers

Not satisfactory.

of elementary schools. This can hardly be considered satisfactory. It is no more knowledge of teaching that is wanted but more knowledge how to teach, and this can only be acquired by raising the age of admission to the ranks of the profession or by shortening the teaching day."

Mr. Welsh (Lewis) :—

Cheering facts.

"It was remarked in last year's report that no Long Island pupil-teacher had managed to secure entrance to the normal school for purposes of training. But this year the record has been broken, *seven* candidates appearing on the merit list. *Five* of these are from Lewis, and one from Breasclet Uig passes *first class*, and is entitled to pursue some of his studies at a University. To those interested these facts are very cheering. As the hope of the future of education in remote insular districts lies in natives being trained, it is earnestly to be desired that the fashion has been now set, and that the stream of candidates for proper professional training will go on increasing.

"Special attention has been and is being directed to candidates for pupil-teachership, and with the great improvement observable in the ordinary branches of instruction in the day schools a much better prepared set is now obtainable, and there is hope the quality will continue to improve. It is only by bursaries that any of these pupil-teachers can hope to go for training and, as it is by competition Queen's Scholarships are gained, it is imperative that continuous and careful supervision of lessons on the part of the heads of schools be the rule throughout the whole period of apprenticeship. It is much to be feared that, judging from the numbers who fail to earn a grant, a good deal of neglect prevails throughout the district."

Neglect in supervision of lessons.

XIII.—Evening Continuation Schools.

Mr. Macleod :—

"My visits to the schools were very interesting, for I was there brought face to face with young people who felt the need of self-improvement, and who were using the right means to gain their end. As might be expected, these manifested much earnestness in their work and their progress was correspondingly great. It is true that many of them had to begin at stages of their education which they passed over a few years previously, and their progress consequently was more rapid than it would have been had the subjects been approached by them for the first time.

Difference in attainments.

"A frequent striking feature of the work was the wide gap between the attainments of pupils, not only in different classes, but also in the same class. This was to be expected as most of the schools have sprung into existence in places where there were no evening schools before. The consequence of this was great inequality of results, and that the better pupils did not get the attention which wider experience combined with more skilful grading will no doubt secure.

Better grading required.

Interest in practical subjects.

Favourite subjects.

"Another striking feature was the circumstance that pupils evidently took far more interest in what was of a practical rather than a bookish or theoretical interest. Cooking for girls, and drawing and book-keeping for boys, were favourite subjects, while smaller numbers took up agriculture, navigation, and gardening. Teachers were exhorted to keep this preference in view, and in the case of arithmetic and other subjects which lend themselves most readily to practical handling to adopt common sense every day methods of exposition.

Grown-up pupils.

Committees.

"A gratifying fact worthy of mention is that in rural districts the evening schools were attended by men far beyond 21, who in many cases were not only exceedingly regular in attendance themselves, but elected committees to look after the attendance and good behaviour of the whole school, an admirable practical lesson in 'The Life and Duties of the Citizen.'"

Mr. Muir :—

Remission of fees objected to.

"Evening continuation classes were carried on last winter in Kirriemuir, Brora, Maryton, and Lochgelly. I cannot, however, approve of the policy of a board which tempts boys to come by the offer of a remission

of fees if they will come regularly. This puts the teacher in a false position—puts education in a wrong light. It will soon be found, I fear, that scholars will require to be paid for their attendance. A minister in Shetland told me of a parent who grumbled at the idea of sending his child to school unless he got a share of the grant which the child's attendance and proficiency, he understood, earned for the teacher.

"In Shetland a great many evening continuation schools were started and carried on with very creditable results. I had to appoint sustitutes to visit these schools. Three worthy clergymen put themselves to a good deal of trouble in the matter. I have asked the one who visited the largest number of evening schools to furnish me with some general remarks. Extract from Rev. Mr. Willcock's report to Mr. Muir:— Shetland. Rev. Mr. Willcock's remarks.

"'In both Lerwick and Scalloway the registers indicate great irregularity of attendance on the part of the pupils except in the shorthand classes, and the teachers have been a good deal disheartened by this fact. Irregularity of attendance.

"'In Lerwick a large class has been carried on for three winters for instruction in shorthand. Those who attend it are principally young clerks in offices, who know that facility in the use of shorthand will make their services more valuable, especially in situations in our larger towns. In like manner the classes for teaching cookery were very largely attended last winter; both servant girls and young ladies in the town and neighbourhood attended most regularly, and took great interest in the instruction imparted. Shorthand. Cookery.

"'Navigation has been a very attractive subject in the night schools in many parts of the country. During the winter a good many young men who spend part of the year in fishing and in coasting voyages are at home, and it was very gratifying to see the interest which many of them took in the subject. Navigation.

"'In several of the schools singing classes were extremely well attended. Shetlanders are naturally very fond of music, and many of them have good voices. Singing.

"'Arithmetic, as a rule, is intelligently taught. Arithmetic.

"'Less attention seemed in some cases to be paid to English composition than is desirable. Composition.

"'With regard to reading, I must confess to have found it often monotonous and unintelligent in character. I have often wished that the matter read had been from some standard English author, as I thought that the faulty manner of reading was partly due to the uninteresting nature of the literature read.'" Reading.

Mr. Andrew:—

"In Banffshire 19 evening continuation classes were started, and in Orkney 18. The quality of the work done varied considerably. In several instances too many and too showy subjects were attempted. In Banff Burgh School the numbers were the largest, and the teaching was excellent. In Botriphnie and Grange schools agriculture was taught to most enthusiastic classes with marked ability and fulness of illustration. The weak point, however, of these classes in a district like Banff and Orkney is, as the Chief Inspector pointed out in his general report last year, the undue strain which they throw upon the teacher. Teachers cannot work with energy and effect throughout the day and also for three nights a week during winter. The attempt to do so will inevitably result in a break-down, and I know of frequent instances already where this has happened. With one exception, Stromness, all the classes were farmed out to the teachers, and the instances were rare indeed where the managers showed the slightest interest in the work. So undiluted was the farming in one case which came immediately under my notice that the teacher was asked as a preliminary to the opening of a class to purchase at his own expense and risk a set of lamps for the schoolroom. These lamps still remain his own property." Undue strain on teachers. Breakdown in health. Farming. Very bad case.

Mr. Calder:—

"The issue of the Evening Continuation School Code, with its liberal monetary aid on comparatively easy terms, has had the effect of greatly increasing the number of evening schools. Besides the greatly increased grants

Interest awakened.

offered, the greater freedom of classification and choice of subjects have done much to arouse the interest of both managers and teachers. The abolition of individual examination also has attracted to many of them young men and women of more mature years than formerly attended, and has even, in some instances, led enthusiastic school board members to enroll themselves as pupils.

School board members as pupils.

"A very frequent mistake was made during the first session of including too many subjects in the programme of the work to be attempted by each class.

Too many subjects.

"In the evening schools that have been carried on for some years a fairly satisfactory number of lads are found in classes for the study of higher arithmetic, mensuration, mathematics, mechanics, and chemistry. Further, all the girls attending the Dundee, Broughty Ferry, and Forfar evening schools have the opportunity of going through a course of lessons in practical cookery.

Subjects.

The school boards of these three burghs also had large and very successfully taught classes in phonography. In most of their schools, likewise, some little time was given each week to the new subject, 'The Life and Duties of a Citizen.' The lessons were generally popular with the boys, but the subject being new to the teachers, and the time allotted to it rarely exceeding half-an-hour a week, the work in most cases was of a somewhat desultory kind, and altogether lacking in that thoroughness which was necessary to make it effectual.

Manual instruction.

"At three centres in Dundee, largely attended manual instruction classes for boys, and several classes for laundry-work for the girls, were carried on in connexion with ordinary evening schools. These classes were eagerly attended during the past session by as many pupils as could be accommodated at them, and, with the cookery classes, they supply a practical training to young people, which is full of promise both from an educational and a social point of view.

Mr. Lobban:—

"The evening continuation schools seem to have met a felt want. Nineteen have been started in this district, and the number is certain to increase. They have been, on the whole, well attended; and after the idlers, who are attracted mainly by the novelty of the thing, have dropped off, the attendance is fairly regular. There is no question that the schools are doing a large amount of good. Reading, writing and composition, and arithmetic are the most common subjects of instruction, and next to these mensuration, shorthand, and vocal music are the favourites. In one or two cases the scholars have been mostly drawn from the day school, and such a thing as farming the school is not altogether unknown."

Subjects.

Farming.

Mr. Whyte:—

"It is not too early to speak strongly as to the enthusiasm manifested both by teachers and scholars, and hearty acknowledgment must be made of the value of much of the work done. Each centre has been at liberty to draw up a scheme suitable for the wants of its own neighbourhood, and as a consequence there has been a considerable variety in the nature of the work attempted. Nowhere were arithmetic and composition neglected, but the sameness ended here. Shorthand prevailed in business centres, agriculture and land measuring in rural districts, the calculations for artificers' work in one place, drawing in another, while in the town of Aberdeen the system is so thorough and complete all round, that whatever a lad's natural bent, the means and opportunity are afforded him to follow it up with success. The freedom from individual examination has been the popularising factor in the case of the scholars; but it has also had a very strongly marked effect in giving to the teaching an elasticity breadth and intelligence which hitherto have too often been conspicuous by their absence. The examination into methods and broad general results has been to me a positive pleasure, and I have convinced myself that the thoroughness of the instruction given has been as marked as its intelligence."

Subjects.

Intelligence and elasticity.

Mr. Welsh:—

"My experience of them is wholly in their favour. Not only lads who have left school in recent years have taken advantage of them, and been benefited by them, but men with a considerable weight of years and in comfortable

circumstances have eagerly seized the opportunity of remedying old defects and adding to their fund of information from a well-arranged course of study. If development on the lines of local industries takes place the success of the new departure is, I should think, assured. The absence of the formal stereotyped examination has tended to secure an older class of pupils, a class that has gone for the express purpose of working, but one that would shrink from facing the usual formalities of school inspection."

Mr. Munro :—

"There is one feature of these schools that has a most disagreeable prominence, that is the fact that sometimes they are adventures of the teachers unsupported in any way locally. Should this be true of them all and continue to be true they can hardly succeed and they would not deserve to succeed. It was, I am sure, never intended that the only income of the schools should be the Government grant, and that the teacher should depend on that alone for his remuneration. But that is the actual state of affairs, the very lamps necessary for evening work, but not for day school work, had to be bought by the teacher out of his own pocket when his school board refused to do it. In some cases a payment had to be made by the teacher to the school board for fuel and cleaning. Farming.

"One of the smallest schools I visited was held in a bothy. This was transformed into a slight semblance of a school by help of a folding table borrowed from a kindly neighbour blacksmith. The place was lighted partly by a lamp, and partly by a huge coal fire in one of the most rustic and capacious of fire places, above which a black-board was hung by a loop of what is known on farms as plough-line. Here gathered, clean and comfortable, eight stout young ploughmen, whose interest and eagerness were delightful to see. They had come from 'carting dung,' surely the dirtiest and most laborious of duties, and must have had much to do to accommodate their big honest horny hands to the tiny pen and pencil of the school, after handling the shovel or fork all day." School held in a bothy.

Mr. Craigie :—

"During the past year applications for grants were received from 76 schools in Aberdeen county (including 5 in the city) and 21 in Kincardineshire. Of the latter all except one completed their session and received grants, while nine of the former dropped off the list either through want of sufficient numbers turning up at the beginning, or owing to a dwindling away after the session commenced. Statistics.

"Of the 87 schools that completed their session, I visited and reported on 23. With very few exceptions the discipline was exemplary and the progress made most gratifying.

"Much has been said about the difficulty of registration, but after making full inquiry both last winter and this year so far as it has gone, I cannot say that teachers complain of any hardship. The roll call at the commencement of the evening is the one which will absorb most time, but two minutes or so will be sufficient even for this. After that in a country school with one teacher, the register can be checked in a second or two. In the large town schools, however, where classes usually change hands at the beginning of each new lesson, and where a separate register is kept for each class, a little more time is required, but in this case also the teachers inform me (and I have seen it myself) the time spent on the roll call is only a few seconds." Registration.

Mr. Topping :—

"The discipline was of a very satisfactory character. Those who came and continued came to work and gave the teachers no trouble in any other direction.

"As a rule the attendance fell off considerably after the first few weeks. This was the case in most districts, but there were some very striking exceptions, whether due to the exceptional nature of the localities or to the special gifts of the teachers for evening school work. Of course all evening schools had, to begin with, a few enrolled who had no great desire to work, and who, as soon Attendance.

as it was made evident that this was expected of them, ceased to attend. Very little was done to tempt to attendance by social evenings on the Sunday-school soirée-and-picnic principle. The teachers relied more on the appreciation by the pupils of thorough and earnest work. When the circumstances of the rural districts are taken into account, the wonder is that with so little assistance the teachers have been able to secure and keep the attendance of so many. Long distances, bad roads and weather, with a hard day's work to produce a disinclination for further exertion had all to be fought against.

Lack of interest by managers.

"But the most disappointing feature was the lamentable lack of interest shown by members of school boards. Visits were rarely paid, salaries for teachers were not fixed, registers, &c. had to be provided by the teachers, in some cases all expenses had to be met from the grant, the last charge upon which was the teacher's salary. In most cases all that the boards became responsible for was the cost of fire and light."

XIV.—Secondary Education.

Mr. Macleod:—

County committee scheme.

"In Elgin and Nairn very efficient secondary education is provided for talented boys and girls free of cost. In Elgin the expenses of such pupils who travel by rail is defrayed by the funds put by the Department at the disposal of the secondary committee of the county, and besides that no fees are charged at the central school, a limited number of bursaries is provided by the same funds for the education of boys and girls who are beyond the reach of railways. The advantages of these arrangements are great. It is no longer necessary to keep a staff in a school to give secondary education to imaginary pupils, nor will the real pupil be sacrificed to the unfavourable conditions of his locality. He is transferred at the proper time to a school where he will have the benefits of an organisation that includes a fair division of labour and high professional attainments and the stimulus that number in competition seldom fails to produce."

Mr. Andrew:—

Specific subjects.

"In specific subjects 2,618 presentations were made and 2,171 passes were registered. These numbers show a slight increase upon those of last year. Of these 273 belong to the Orkney division of the district and 617 to Banff.

Secondary education.

"In Banffshire 16 schools sent forward pupils to the leaving certificate examinations in June last, and in Orkney two—Kirkwall Burgh School, and Stromness Public School. The following tables give the results for each county:—

Leaving certificate.

Subjects.	Banffshire.			Orkney.		
	Lower Grade.	Higher Grade.	Honours.	Lower Grade.	Higher Grade.	Honours.
English - - -	128	15	—	16	6	—
Latin - - -	31	7	—	6	2	1
Greek - - -	22	3	—	4	—	—
French - -	45	10	2	4	2	—
German - -	29	5	—	3	—	—
Mathematics, &c. -	27	—	—	3	3	—
Arithmetic - -	214	26	—	5	—	—
Total -	496	66	2	56	13	1

"In Banffshire a considerable stimulus in the direction of presenting pupils for the leaving certificate examination has been given by the scheme of the county committee on secondary education. They deemed it best to aim at

Scheme

encouraging and developing secondary teaching on the lines on which it had already established itself. With this object in view they selected schools in different parts of the county as suitable centres, being to a considerable extent guided in their choice by the lines of the Dick Bequest selection. The plan of making slump grants to these schools proportionate to their relative importance was discussed, but ultimately it was decided that a system of payment for individual passes on the basis of examinations for merit certificates gained by means of languages and mathematics, and on the results of the leaving certificate examination, would yield an equitable distribution of the grant.

"A year's experience of the working of the scheme seems to fairly justify its adoption.

"170 merit certificates earned by means of a language or mathematics were gained. Merit certificates.

"The larger sums have gone as a matter of course to the larger and better staffed schools, but substantial grants have also been earned by rural schools.

"One excellent result of the grant and scheme has been the improvement of the staff in the selected schools. Improvement of staff.

"Four Banffshire schools sent pupils direct to Aberdeen University Bursary Competition. The foremost place was taken by Banff Burgh School, where the University subjects continue to be admirably taught, but creditable positions were also secured by pupils from Keith, Fordyce, and Aberlour. The University.

"In Orkney slump sums are given to improve the staff of Kirkwall Burgh School and Stromness Public School, and the rest of the grant is given as bursaries to pupils selected by competition from the public schools of the county. Orkney scheme.

"The majority of the bursars elected to study at the burgh school, but several, and these among the most promising, went south. The committee owing to this have decided in future to insist upon bursars attending either at Kirkwall or Stromness. They felt that, by allowing the bright boys and girls whom the bursaries discovered to go out of the county, however much they might be benefiting individuals, they were in great measure defeating the main object for which the grants were given, namely, the promotion of secondary education within the area of Orkney." Bursaries limited to county. Important reason.

Mr. Robertson:—

"In last year's report a detailed description was given of the schemes of secondary education sanctioned by the Department for the counties of Inverness and Ross. The disbursements under these schemes have just been completed, and it may be said in a word that the committees have good reason to believe that the system of payment partly on results of the examinations for merit certificates (with languages or mathematics) and for leaving certificates, and partly by way of special subsidies to meet the cost of initial or continued equipment, has given a well directed impetus to higher education in the counties." Inverness and Ross. Good effect of scheme.

Mr. Lobban:—

"It is gratifying to me to find that ex-VIth scholars form such a large proportion—6 or 7 per cent.—of the number in attendance. The marked increase in the numbers of such scholars is mainly attributable to the increased attention now given to their instruction. Ex-VI. scholars increased.

"Large, fully equipped, and very successful secondary departments have existed for some time in the Wick Pulteneytown Academy and the Thurso Miller Institution, and more recently the academy in Dingwall, which has unrivalled facilities as an educational centre, has under the enlightened and progressive policy of the board steadily worked its way up to the position of a very good third. On a somewhat lower level are those schools, and there are many of them, whose secondary departments give employment to one or more graduates or other fully qualified teachers. Most of these are doing capital work. As giving some indication of the progress that is being made, the fact may be mentioned that as many as 11 of my schools sent forward candidates to the recent leaving certificate examinations. The Miller Institution succeeded in obtaining three honours certificates. Secondary department. Leaving certificates.

Highlands and Islands Trust useful.

"I have in previous reports referred to the operations of the Highlands and Islands Trust, and I wish to testify to the powerful influence exerted on higher education in the Highlands by the Trust Bursary Scheme. Besides offering substantial bursaries to the success-ful candidates, the scheme acts as a healthy stimulus and creates a very wholesome rivalry among schools of the best type."

XV.—Deaf and Dumb and Blind Institutions.

Mr. Calder:—

Attainments of the blind.

"The success attending the instruction of the blind in the school of the Institution for the Blind, Dundee, is a gratifying proof of what can be done for such pupils. They not only read, write, and count with facility and intelligence, but in the upper classes have a good knowledge of geography from raised maps, and write creditable letters and short composition exercises. They also show a high degree of excellence in part-singing, and some of the older ones play very pleasingly on the pianoforte. Their gymnastic exercises are also entered into with great spirit. Further the deftness of their fingers at knitting and kindergarten work, and in the workshops at brush-making and ornamental basket-work, &c., is really wonderful.

Deaf and dumb.

"In the Dundee Public School for the deaf and dumb a more difficult class to instruct are successfully trained by the oral or lip system to speak and understand what is said to them, as well as to read from books, write, and work sums, &c."

XVI.—Miscellaneous.

Mr. Andrew:—

Scarcity of teachers.

"The scarcity of teachers is being keenly felt in my district. Boards frequently have no response to advertisements offering good salaries, and in Orkney it is becoming a serious question how some of the schools are to be kept open."

Mr. Calder:—

Warm dinners.

"The associations in Dundee and Lochee for providing warm dinners to the poorer children during the winter months continue their benevolent work. During last season the former distributed 38,770 free dinner tickets, and the latter 7,880. In addition, many of the schools in the country provide warm dinners for their pupils in cold or stormy weather at the nominal price of a penny, or less when two or more of a family are in attendance. The good done by these warm dinners is simply incalculable.

Clothing fund.

"Dundee and Broughty Ferry school boards have also a clothing fund from which they assist poor children who might otherwise not be able to appear at school. The assistance given in this way is reported to be 'much 'appreciated and rarely abused.' In Dundee 243 poor children were so helped."

Swimming.

"By arrangement with the Police Commissioners the Dundee Board have for years been able to provide swimming lessons in the public baths at the rate of 6*d.* for 12 lessons. These have been largely taken advantage of both by the boys and the girls in the schools. During the past session no fewer than 51,000 boys and 5,000 girls entered the baths.

Dancing.

"During the last two years lessons in dancing have been given under the sanction of the Dundee and Broughty Ferry school boards in several of their schools.

Pianoforte, gymnastics, and violin playing.

"In some of the larger schools provision is made for the teaching of pianoforte. Gymnastics is also taught in the Grove Academy, Broughty Ferry, in an excellent gymnasium; and the teaching of the violin has been introduced in Dundee."

Mr. Robertson:—

"Strong representations have recently been made by some school boards in this district to the Civil Service Commissioners for the establishment by them of a few northern centres of examination, and there is a pretty general expectation that the concession desired will be made. The present Scotch centres are Edinburgh, Glasgow, and Aberdeen. The cost of attending these centres is almost prohibitory to remote northern aspirants, and the want of a few well-placed northern centres has, it is believed, prevented that amount of local publicity which would have strongly attracted candidates for these lucrative and honourable posts. Some inquiry into the requirements of the Commissioners in the examinations for the Excise, Customs, and Second Division Clerkships convinces me that a goodly number of the smarter boys in our rural elementary schools would soon successfully face the tests if local facilities of examination were accorded.

Civil Service examinations.

Centres in north.

"The Inverness-shire County Council have at last resolved to follow the example of Ross-shire in the division of the fund alternatively available for purposes of technical instruction. The county grant is now allocated on the basis of population among the eight districts. The district committees get possession of the grant on certain well drafted conditions, the chief being the preparation of a scheme of technical education suited to the special needs of the locality, and a guarantee on the part of the district committee to produce at the end of the financial year a duly vouched account of all expenditure under the scheme as the scheme has been approved by the general council. Practical cookery, laundry work, agriculture, navigation, needlework, and passes in Science and Art subjects at local centres find a prominent place in the schemes. There is bound to be some waste or overlapping of effort and of money, but it is difficult to devise a better method of working these admittedly tentative schemes than that adopted by the county council. Local control carefully safeguarded by central administration is the general feature of the arrangement."

Technical education.

Inverness follows example of Ross.

General feature of the arrangement.

Mr. Lobban:—

"Sub-schools, under Article 19 D (*a*), are very numerous, especially in Sutherland. There are 28 of them this year, with an aggregate presentation of 249 scholars. They vary very much in efficiency."

19 D (*a*) schools.

Vary in efficiency.

Mr. Munro:—

"Elaborate ornamentation and costly pictures are not necessary, but surely some simple scheme of decoration might be carried out by co-operation between teachers and pupils, seeing that the school is their abode for so large a portion of their lives. The influence of even an attempt to realise beauty and order in the school would be great and beneficial to all concerned, not to speak of the pleasure it would give. It is from the teacher that the impetus must come, and I would not despair of the support of both parents and managers, though the initiative seems unlikely ever to come from them.

Aesthetics of the school.

"The two conditions are, (1) properly constructed and situated latrines, and (2) proper supervision. Even new schools are sometimes deficient in both respects, and managers are very much to blame who allow a community of children to run the serious risks they undoubtedly incur from defective sanitation, or to grow up into habits of disregard to cleanliness and modesty. Nor are teachers free of responsibility, for the public expects more of them than that they merely see to the book lessons of the children."

Sanitation.

Mr. Macleod:—

"Practical cookery is taught in a large number of the schools in this district, and I find that even in country districts, where it was feared the cooked articles would lie in the hands of the teacher, a ready sale is found for them.

Cookery.

"Laundry work is now also taught."

Laundry work.

Mr. Muir:—

"Cookery classes are, or have lately been, conducted in Brechin, Arbroath, and Montrose."

Cookery.

Mr. Andrew :—

Cookery. "Practical cookery is taught in nearly all the larger, and in several of the smaller, schools of Banffshire. This branch of instruction is a specially suitable one for evening continuation classes. A large and most successful class, composed mostly of working-class girls and working men's wives, has been conducted during the present winter at Keith. In Stromness Public School also an evening class has been very popular, and the board intend in the course of the present summer to introduce cookery instruction into the day school, and will have the credit of being the first board to do so in Orkney."

Suitable for evening classes.

Orkney.

Mr. Lobban :—

Cookery. "The Wick and Thurso boards have each a competent teacher of cookery for their town schools. The classes are continued throughout the year, and are doing much good in the district. A group of Ross-shire boards also employed a specialist to make a tour of their schools.

Usefulness. "This is a branch of instruction that deserves every encouragement, and I hope to see it taken up more generally."

Mr. Muir :—

Merit certificate. "There are very few applications for a merit certificate in this district."

Mr. Calder :—

Slight increase. "There is a slight increase in the number of schools presenting candidates for this distinction. In the four schools with secondary departments under inspection the certificate is keenly sought after, and a considerable number of their ex-VIth. pupils have been presented for it every year since it was instituted. Last year 270 candidates from these schools were examined."

Mr. Robertson :—

More freely taken. "Merit certificates are now more freely taken, their value as the crown of the elementary work of a school being more generally appreciated."

Mr. Lobban :—

Growing in favour. "The merit certificate is steadily growing in favour. About 150 candidates were presented in the course of the year, of whom from 60 to 70 per cent passed."

APPENDIX.

TABLE I.

Northern Division.

Specific Subjects.

Subject.	Presented.			Passed			Approximate Per-centage Passed.		
	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.	Stage 1.	Stage 2.	Stage 3.
1. Mathematics	2,502	811	188	1,881	654	155	75	80·6	80·2
2. Latin	2,526	1,100	535	1,990	905	409	78·7	82·2	76·4
3. Greek	141	64	55	129	63	52	91·4	98·4	92·7
4. French	2,038	936	484	1,614	716	383	79	76·4	79
5. German	347	106	41	302	94	37	87	88·6	90·2
6. Agriculture	852	630	279	699	540	237	82	85·7	84·9
7. Domestic Economy	2,832	1,617	1,382	2,339	1,371	1,162	82·5	84·7	84
8. Phonography	252	121	14	216	112	13	85·7	92·5	92·8
9. Bookkeeping	135	28	—	50	3	—	37	10·7	—
10. Navigation	350	149	21	206	119	18	58·8	80	85·7
11. Geology	49	20	—	32	20	—	65·3	100	—
12. Magnetism and Electricity.	10	10	—	9	9	—	90	90	—
13. Mensuration	5	—	—	5	—	—	100	—	—
14. Gaelic	45	14	11	31	11	9	68·8	78·5	81·8
1894, Totals	12,084	5,606	3,010	9,503	4,617	2,475	78·6	82·3	82·2
1893 „	10,862	5,169	3,009	8,205	4,227	2,441	75·5	81·7	81·1

TABLE II.—Northern Division.

Specific Subjects.

No. of District.		No. 15. (Mr. Calder.)		No. 16. (Mr. Muir.)		No. 17. (Mr. Andrew.)		No. 18. (Dr. Stewart.)		No. 19. (Mr. Lobban.)		No. 20. (Mr. Macleod.)		No. 21. (Mr. Robertson.)	
No. of Subject.	Name of Subject.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.	Presented.	Passed.
1	Mathematics -	824	620	196	134	377	286	978	784	553	440	167	103	436	326
2	Latin - -	587	414	200	149	613	493	1,196	1,063	662	532	285	198	620	449
3	Greek - -	14	14	4	4	84	80	62	60	45	42	16	14	35	30
4	French - -	562	404	157	113	447	362	1,368	1,084	453	354	227	165	244	171
5	German - -	129	116	25	21	104	97	112	92	82	63	28	25	23	19
6	Agriculture -	51	38	34	30	198	179	895	769	117	74	153	113	314	273
7	Domestic Economy	1,016	854	127	79	669	595	2,410	2,098	373	274	548	403	658	509
8	Pharmacy -	135	126	33	30	3	3	140	130	4	4	51	47	1	1
9	Book-keeping -	4	0	—	—	—	—	116	19	—	—	43	33	—	—
10	Navigation - -	—	—	—	—	24	24	4	4	1	1	64	36	47	28
11	Geology - -	—	—	—	—	69	52	—	—	—	—	—	—		
12	Mensuration and Land Surveying	—	—	—	—	—	—	—	—	—	—	—	—	20	18
13	Mineralogy	—	—	5	5	—	—	—	—	—	—	—	—	—	—
14	Gaelic - -	—	—	—	—	—	—	—	—	12	10	—	—	54	35
	Totals	3,426	2,566	781	565	2,608	2,127	7,384	6,434	2,506	1,869	1,589	1,198	2,891	2,158

TABLE III.—Northern Division—*continued.*

Specific Subjects in Stages.

No. of District.		No. 15. (Mr. Calder.)						No. 16. (Mr. Muir.)						No. 17. (Mr. Andrew.)						No. 18. (Dr. Stewart.)					
		Presented.			Passed.			Presented.			Passed.			Presented.			Passed.			Presented.			Passed.		
No. of Subject.	Name of Subject.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	Mathematics	601	193	30	433	162	25	122	34	10	98	29	7	271	80	26	195	68	23	714	212	52	575	162	47
2	Latin	356	178	58	244	128	42	136	45	19	110	31	8	310	182	121	262	146	85	732	325	139	646	294	129
3	Greek	6	4	4	6	4	4	2	2	—	2	2	—	40	22	22	37	22	21	39	17	6	37	17	6
4	French	361	154	47	280	139	45	94	44	19	76	26	11	248	119	80	201	97	64	789	370	209	637	280	167
5	German	84	24	12	80	24	12	16	7	2	16	3	2	70	27	7	64	26	7	79	26	7	63	23	6
6	Agriculture	25	21	5	18	16	4	28	4	2	25	3	2	144	49	5	135	39	5	364	377	154	304	334	131
7	Domestic Economy	535	310	171	423	280	151	80	28	19	49	14	16	227	230	242	196	201	198	1,265	645	500	1,089	572	487
8	Phonography	103	40	12	78	36	12	22	10	1	21	9	0	1	2	—	1	2	—	83	56	1	77	52	1
9	Bookkeeping	3	1	—	0	0	—	—	—	—	—	—	—	—	—	—	—	—	—	89	27	—	16	3	—
10	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	15	9	—	15	9	—	—	4	—	—	4	—
11	Geology	—	—	—	—	—	—	—	—	—	—	—	—	49	20	—	32	20	—	—	—	—	—	—	—
12	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13	Mensuration	—	—	—	—	—	—	5	—	—	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Gaelic	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals	2,074	925	334	1,562	789	295	505	174	72	402	117	46	1,375	740	503	1,138	630	403	4,154	2,059	1,068	3,444	1,741	924

TABLE III.—Northern Division—*continued.*

Specific Subjects in Stages—*continued.*

No.	Name of Subject.	No. 19. (Mr. Lobban.)						No. 20. (Mr. Mackost.)						No. 21. (Mr. Robertson.)					
		Presented.			Passed.			Presented.			Passed.			Presented.			Passed.		
		1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.	1.	2.	3.
1	Mathematics	380	137	36	298	111	31	94	57	16	56	42	11	320	93	18	232	80	11
2	Latin	426	143	93	332	128	78	172	67	44	111	53	33	394	109	66	285	123	41
3	Greek	28	8	9	25	8	9	13	1	3	11	1	3	13	10	12	11	9	10
4	French	272	125	56	214	89	51	122	67	36	92	43	30	152	87	35	114	42	19
5	German	60	11	11	45	9	9	18	9	1	18	7	0	20	2	1	10	2	1
7	Agriculture	63	46	8	31	36	7	44	63	46	30	50	39	184	79	59	156	62	54
7	Domestic Economy	133	108	72	102	116	56	255	101	192	211	74	173	337	125	186	269	114	126
8	Phonography	4	—	—	4	—	—	30	12	—	35	12	—	—	1	—	—	1	—
9	Bookkeeping	—	—	—	—	—	—	43	—	—	34	—	—	—	—	—	—	—	—
10	Navigation	—	—	1	—	—	1	66	8	3	31	3	2	282	128	17	160	103	15
11	Geology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
12	Magnetism and Electricity	—	—	—	—	—	—	—	—	—	—	—	—	10	10	—	9	9	—
13	Mensuration	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14	Gaelic	12	1	3	12	1	3	—	—	—	—	—	—	33	13	3	19	10	6
	Totals	1,378	689	289	1,069	491	289	853	385	342	623	287	288	1,745	684	402	1,271	555	289

TABLE IV.

NORTHERN DIVISION.

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Phonography.	Book-keeping.	Navigation.	Geology.	Magnetism and Electricity.	Mensuration.	Physical Geography.	Animal Physiology.	Gaelic.
1894 - - - -	3,501	4,161	260	3,458	494	1,761	5,831	387	163	520	69	20	5	—	—	70
1893 - - - -	2,882	3,601	223	3,151	454	1,548	5,696	462	268	629	49	27	—	9	2	39
Increase - - - -	619	560	37	307	40	213	135	—	—	—	20	—	5	—	—	31
Decrease - - - -	—	—	—	—	—	—	—	75	105	109	—	7	—	9	2	—

TABLE V.—Northern Division.

Grants under 19 A (2) and (3); B 1. (*a*); and E, with Approximate Per-centages.

District.	Total No. of Depart-ments	Numbers and Approximate Per-centages	Organization and Discipline. Number of Departments paid at			Singing. Number of Departments paid at			Children 10 and under Standard III. Number of Departments classed as				Children above Standard III. Number of Departments classed as				Gratuities to Pupil Teachers. Number paid at			Deductions.
			1s. 6d.	1s.	0.	1s.	6d.	0.	Excellent.	Good	Fair.	0.	Excellent.	Good	Fair.	0	60s.	40s.	0.	
15 Mr. Calder	128	Numbers	85	42	1	123	4	1	35	79	7	—	8	59	27	2	39	78	23	0
		Per-centages	66·4	32·8	·8	96·1	3·1	·8	29·	66·	6·	—	8·3	61·5	28·1	2·1	28·	56·	16·	—
16. Mr. Muir	141	Numbers	112	29	—	74	48	19	40	78	21	—	14	71	51	—	11	38	7	0
		Per-centages	80·	20·	—	52·	34·	14·	29·	56·	15·	—	10·	52·	38·	—	19·6	67·9	12·5	—
17 Mr. Anderson	137	Numbers	106	31	—	94	36	7	23	103	11	—	22	94	20	—	32	22	6	0
		Per-centages	77·	23·	—	69·	26·	5·	17·	75·	8·	—	16·	69·	15·	—	54·3	36·7	10·	—
18. Dr Stewart	308	Numbers	310	58	—	305	60	3	104	241	22	—	38	228	68	3	102	117	66	7 tenths.
		Per-centages	84·2	15·8	—	82·9	16·3	·8	28·4	65·6	6·	—	11·3	67·6	20·2	·9	35·8	41·	23·2	—
19 Mr. Lobban	156	Numbers	110	46	—	74	64	18	22	103	31	—	20	87	41	2	78	35	24	1 tenth.
		Per-centages	70·	30·	—	47·5	41·	11·5	14·	66·	20·	—	13·4	58·	27·3	1·3	23·	45·	32·	—
20 Mr. Macleod	119	Numbers	66	51	2	67	38	14	24	85	10	—	18	61	28	—	15	31	12	0
		Per-centages	55·4	43·	1·6	56·3	32·	11·7	20·	72·	8·	—	17·	57·	26·	—	26·	55·4	20·6	—
21 Mr Robertson	212	Numbers	171	41	—	89	92	31	25	185	68	1	10	104	100	1	12	34	28	2 tenths.
		Per-centages	80·6	19·4	—	42·	43·4	14·6	10·9	80·	29·7	·4	4·5	46·5	43·7	·4	16·7	47·2	36·1	—
Totals	1,261	Total Numbers	980	298	3	826	342	93	273	824	179	1	130	704	344	8	229	355	165	10 tenths.
		Per-centages	76·1	23·6	·3	65·5	27·1	7·4	21·5	65·	13·4	·1	11·	59·4	29·	·6	30·5	47·4	22·1	—

TABLE VI.—Northern Division.

Class Subjects, with Approximate Per-centages.

District.		English.				Geography.				History.			
		No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at			No. of Depart-ments.	Number of Depart-ments paid at		
			2s.	1s.	0.		2s.	1s.	0.		2s.	1s.	0.
15. Mr. Calder		98	80	18	—	87	66	21	—	68	55	11	2
	per cent.	81·6	18·4	—	—	76·	24·	—	—	81·	16·	3·	
16. Mr. Muir		124	49	55	20	106	62	37	7	77	46	25	6
	per cent.	39·5	44·4	16·1	—	58·5	34·9	6·6	—	59·7	32·4	7·9	
17. Mr. Andrew		136	96	38	2	136	110	24	2	71	49	20	2
	per cent.	70·5	28·	1·5	—	80·9	17·6	1·5	—	69·	28·2	2·8	
18. Dr. Stewart		340	278	58	4	338	298	37	3	70	61	7	2
	per cent.	82·	17·	1·	—	88·1	11·	·9	—	87·	10·	3·	
19. Mr. Lobban		151	96	47	8	149	116	32	1	103	86	16	1
	per cent.	63·6	31·1	5·3	—	78·	21·4	·6	—	83·5	15·5	1·	
20. Mr. Macleod		106	82	24	—	105	58	41	6	79	39	34	6
	per cent.	77·	23·	—	—	55·	39·	6·	—	50·	43·	7·	
21. Mr. Robertson		207	112	92	3	207	154	52	1	167	104	61	2
	per cent.	54·1	44·4	1·5	—	74·4	25·1	·5	—	62·3	36·5	1·2	
Total		1,162	793	332	37	1,128	864	244	20	635	440	174	21
Total	per cent.	68·2	28·6	3·2	—	76·6	21·6	1·8	—	69·3	27·4	3·3	

TABLE VI.—Northern Division—*continued.*

Class Subjects, with Approximate Per-centages—*continued.*

District.		Elementary Science.				Needlework.					
		No. of Departments.	Number of Departments paid at			No. of Departments.	Number of Departments paid at			No. of Departments under 19 A (4) paid at	
			2*s.*	1*s.*	0.		2*s.*	1*s.*	0.	1*s.*	0.
15. Mr. Calder		4	4	—	—	21	16	5	—	105	—
	per cent.		100	—	—	—	76·	24·	—		
16. Mr. Muir		—	—	—	—	3	1	2	—	121	—
	per cent.		—	—	—	—	33·	67·	—		
17. Mr. Andrew		4	3	1	—	10	10	—	—	127	4
	per cent.		75·	25·	—	—	100	—	—		
18. Dr. Stewart		14	14	—	—	15	13	2	—	552	4
	per cent.		100	—	—	—	87·6	13·4	—		
19. Mr. Lobban		—	—	—	—	2	1	1	—	153	—
	per cent.		—	—	—	—	50·	50·	—		
20. Mr. Macleod		—	—	—	—	—	—	—	—	114	7
	per cent.		—	—	—	—	—	—	—		
21. Mr. Robertson		1	1	—	—	5	3	2	—	208	1
	per cent.		100	—	—	—	60·	40·	—		
Total		23	22	1	—	56	44	12	—	1,170	14
Total	per cent.		95·7	4·3	—	—	78·6	21·4	—	—	—

TABLE VII.—(Whole Division)—Approximate Per-centages.

Children in and under Standard III.

Rates of Payment.	Excellent.	Good.	Fair.	0.
Per-centage of departments at the various rates - - -	21·5	65	13·4	·1

Organisation and Discipline.

Rates of Payment.	1*s.* 6*d.*	1*s.*	0.
Older children - - - -	75·8	23·9	·3
Infant departments - - -	80	20	—

Singing.

Rates of Payment.	1*s.*	6*d.*	0.
Older children - - - -	63	29	8
Infant departments - - -	99	1	—

Pupil-teachers.

Rates of Payment.	60*s.*	40*s.*	0.
Per-centage at each rate - -	30·5	47·4	22·1

EDUCATION (SCOTLAND).

SOUTHERN DIVISION.

GENERAL REPORT FOR THE YEAR 1894,

BY

JOHN KERR, ESQ., M.A., LL.D.,

ONE OF HER MAJESTY'S CHIEF INSPECTORS.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

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1895.

[C.—7761.–1.]

General Report, *for the Year* 1894, *by* John Kerr, Esq., M.A. Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* Schools *in the* Southern Division of Scotland.

My Lords,

I have the honour to present my report on the schools inspected by myself and my colleagues in the Southern Division of Scotland during 1894.

The increase in the number of schools has been normal, and the staff is numerically unchanged, Mr. Gall, to whom as my former and well-tried assistant in Glasgow I gave a hearty welcome, having been transferred from the West to fill the vacancy caused by Mr. Gunn's resignation. This is the only change in the division.

The lapse of two months between the resignation of the one and the transference of the other made the use of Article 10 imperative, and to 11 schools, some of them large and representing in all 17 departments, payment of grants without detailed examination except for merit and labour certificates was recommended. Payments under Art. 10.

My colleagues have, as formerly, sent me the results of their experience during the past year. Some of the contributions are too long to be inserted in full. Wherever I have found it necessary to summarise or omit I trust it will be understood that I have done so not from choice but necessity.

I have been furnished, as on former occasions, with such abundance of materials on subjects which I have formerly treated in more or less full detail, and on lines not greatly dissimilar from theirs, that on many points I have not thought it necessary to do more than add a few supplementary remarks when my experience and theirs agreed, and a short statement when there seemed room for difference of opinion. The time usually available for my report has been this year so much curtailed by abnormal pressure of other work that I have had less hesitation in adopting this course.

School Supply.

In the division generally the supply of suitable buildings is either complete or being completed. Mr. Walker states that in some remote parishes schools formerly well attended have been closed for want of scholars. Mr. Dunn hopes for a new school in Dunfermline. Generally satisfactory.

In this district the Edinburgh Board have had their hands pretty full. They have done much and would have done more but for the unusual severity of the winter, which has seriously interfered with building operations. Bruntsfield School was opened on the 1st February last. This school provides accommodation for nearly 1,800 children. Provision is also made for the teaching of science, cookery, woodwork, swimming, and gymnastics. In Edinburgh new school opened.

The Board have acquired ground for the purpose of enlarging North Merchiston School and playground. They do not intend proceeding with the enlargement of the school in the meantime as they consider Bruntsfield School will have ample accommodation for the children residing in the south-west of the city for some time to come.

Broughton School, now in course of erection, cannot be opened till next year, owing to the stoppage of work through the prolonged frost. Accommodation is to be provided in this school for nearly 1,400 children. New school being built.

Provision is also to be made for the teaching of science, cookery, woodwork, swimming and gymnastics. Ground has been acquired for enlarging the playground.

Enlargements.

Two additional class-rooms, with accommodation for 120 pupils, and a cookery room have just been added to Leith Walk School, and it is expected that these will soon be ready for occupation.

The additions to Abbeyhill School are well advanced, and but for the frost might nearly have been completed by this time. The new buildings will provide accommodation for upwards of 500 infants, and will likewise contain cookery and science rooms, and a workshop, gymnasium, and swimming bath. Pending the completion of Broughton School and the enlargement of Abbeyhill School, the annexes to the latter-mentioned school and to London Street School will remain open. On the completion of Broughton School, and the enlargement of Abbeyhill and Leith Walk Schools, they think there will be ample accommodation for a considerable time to come for the children residing in the north-east and east of the city.

As the schools in the north-west of the city are for the most part nearly full, the board have appointed a special committee to make inquiry as to a suitable site for a school in that district.

In the south east of the city, deficiency of accommodation for infants has been a subject of complaint for some time past. The room for juveniles is satisfactory, but where the question concerns infants of tender years, crowded streets and much traffic, it is not enough that there are schools with sufficient accommodation and at distances accessible to juveniles. It is absolutely essential, if the attendance of children between the ages of five and seven is to be enforced in a large city, that schools should not be so far apart, or at such distances from the children's homes, as to cause danger or serious inconvenience.

Provision of new workshops and cooking rooms.

Workshop and cookery rooms have recently been provided at Canonmills and Regent Road Schools. Provision for instruction in woodwork is now made in nine additional schools. Five instructors in all are employed.

During the past year 11 schools have been provided with an additional supply of desks, chiefly for kindergarten purposes.

Additions to Royal High School.

The Board are now making extensive additions to the Royal High School, with the view of making it thoroughly in keeping with modern requirements. The new buildings will provide accommodation for about 250 additional pupils, and besides class-rooms, will provide a new chemical laboratory and new swimming bath.

Extension of school board district.

From and after the 15th May next the school board district will correspond with the new city parish under the management of the parish council, and will be nearly double the area of the present district. By this extension the St. Cuthbert and Dean School Board will, from the date mentioned, cease and determine, and its whole powers, duties, property, &c., will be transferred to the School Board of Edinburgh. At the present time it is difficult to estimate what further school supply may be required owing to this extension.

Proposed increase of staff in Edinburgh.

A proposal is now under consideration by the board for increasing the staff by 16 male, 45 female certificated teachers, and 27 pupil-teachers. This proposal has in view, among other things, relief to a considerable extent of the pupil-teachers from the actual work of teaching. In this connexion I have received the following remarks from my colleagues.

Mr. Scougal:—

In Leith.

"The population of the burgh of Leith is now, as estimated by the school board, 72,260; as estimated by the Registrar-General, 73,048. The board's

estimate of the number of children of school age in the burgh is 15,100. The *public* schools provide, as last year, 12,598 places, while other schools recognised as *efficient* provide this year 1,557 places, as against 1,600 last year. The apparent deficiency of accommodation is, therefore, 954 places; but this is practically counterbalanced by the number of children in Leith who attend Edinburgh schools. Any deficiency that may be expected to arise within the next two years will be met by the reconstruction and enlargement of the Leith Academy P.S., plans for which have recently been approved by the Department.

In the rest of the district.

"In the rest of the district there is gratifying progress in respect of reconstruction, enlargement, or improvement of inadequate and unsatisfactory premises. The most outstanding cases of good work of this kind, either recently finished or in process of accomplishment, fall to the credit of the following school boards:—Dirleton, Dunbar Burgh, Dunbar Landward, Glencorse, Newbattle, Portobello, Salton, Stobhill, and Yester (in combination with Salton).

New schools added to Annual Grant List.

"The following additional new schools have recently been put upon the Annual Grant List of this district:—North Berwick, Forth Street P.S.; Inveresk, Wallyford P.S.; and Rosewell, St. Matthew's R.C.S."

Mr. Walker:—

"The small school in Glenshee is now in working order. Strowan Public School which, half a century ago, had in the winter months an attendance of over a hundred, has had to be closed for want of scholars, and it is not unlikely that some others in the outlying glens will have to follow its example. In the last 25 years six such schools have been closed, and the attendance at a good many others has dwindled to a half or a third of what it used to be. Nothing has yet been done to remedy the somewhat unsatisfactory condition of school supply in Strathfillan and Strathtay."

Mr. Barrie:—

"School buildings have been largely discussed during the past year in connexion with the establishment of secondary departments in elementary schools in receipt of grants from the county committees on higher education. The necessary additions have been made in Castle Douglas and Dalbeattie and are now in progress at the other selected centres. The long-proposed elementary school for Annan is at last approaching completion and its elegance and completeness promise to make some atonement for the unconscionable delay in the building of it.

"Over all the district there have been repairs here, improved offices there, and newer furniture everywhere, gradually ousting the older and clumsier. Soap and water, whitewash and paint, might, with advantage, be still more liberally used."

Mr. Dunn reports the completion of new, and additions to existing schools, and that the school supply generally is either complete or being completed. He adds:—

"It is hoped that a new school will ere long be erected in Dunfermline to take the place of the McLean school, which is in every respect unsuited to modern requirements."

Attendance.

Regularity unchanged.

On this head I have no material change to make on what has been said in previous reports. There is in the division an increase in the numbers present, but regularity of attendance shows no improvement. The decrease in average attendance in the following table is misleading, inasmuch as, in Mr. Scougal's district and my own, schools representing nearly 4,000 pupils were paid under Article 10. The smallness of the increase of pupils beyond VI. is due to the same cause. In my own district alone the increase would have been 79. Some report increase, others

Increase of pupils in III., decrease in IV.–VI.

decrease in ex-VI. pupils. A noteworthy point is the steadiness with which for the last three years there is a more than proportionate increase of pupils under III., coupled with a decrease in IV.–VI. This does not necessarily or even probably arise from keeping back pupils in the course of passing from standard to standard, but from their longer detention in the infant department which usually includes I. This is within certain limits desirable. Three years spent in a good infant school are of the greatest value in respect of drill, discipline, brightness, and healthy development of intelligence in a great many directions, but if these three years are to be had at the proper time, infant school life should begin between 5 and 6. The average child is quite equal to the demands of Standard I. at 8. In small rural schools where, under a single teacher, there is no special provision for infant teaching, the expediency of compelling attendance before the age of 6 may well be questioned, but in towns, in view of the improvement in appliances and methods for making the infant school happy and healthy by a judicious combination of work and play from which over-pressure is banished, it is eminently desirable that infant education should begin not later than 5 years of age.

Commencement of infant school attendance.

GENERAL STATISTICS.—DIVISION.

District.	Number present at Inspection.	Average Attendance.	Children passed under Standard III. presented for Examination.	Children in Standards IV. to VI. presented for Examination.	Number presented in Ex-VI.
No. 1 (Dr. Kerr) - - -	45,899	41,636	33,041	11,583	1,009
No. 2 (Mr. Scougal) - -	26,120	23,551	18,669	6,933	549
No. 3 (Mr. King) - - -	20,618	18,811·6	12,196	6,756	490
No. 4 (Mr. Barrie) - -	19,713	17,506	13,060	5,836	756
No. 5 (Mr. Dunn) - -	31,184	28,306·9	23,044	8,583	469
No. 6 (Mr. Walker) - -	17,209	15,064	11,442	5,147	549
Totals - -	160,761	144,874·5	110,452	44,777	3,976
Corresponding totals, 1893 -	160,455	145,623	108,734	45,281	3,912
Increase (+) or decrease (−)	+306	− 748·5	+1,718	−504	+64

Mr. Scougal :—

Increase of numbers in attendance.

"The number present at an inspection and the number in average attendance both show an increase on last year's numbers, though under neither head is the number returned two years ago quite reached. But this year, (1) three schools were paid under Article 10, and (2) one large Leith school had its date of inspection changed from June to October, and is consequently not included within the present year's statistics. The inclusion of these four schools would represent an addition of about 1,900 to the number present, and of about 1,750 to the average attendance. From these general statistics two conclusions are warranted: first, that over this district as a whole, there is a steady increase in the number of children in attendance; but, second, that, in the district as a whole, there is not, as yet at least, any appreciable improvement in regularity of attendance.

But no general improvement as to regularity.

"The number of scholars above Standard VI again shows an increase, this year to the extent of over 30 per cent. Much of this year's increase is due to

Increase Ex-Standard VI.

the large number (165) of such scholars in the higher (or "secondary") department of the new Leith Craighall Road Public School. Further increase may be expected when the similar departments newly started in other parts of the district come fully into operation."

Mr. Walker:—

"The number present at inspection was 17,209, 128 less than last year, and the average attendance was 15,064, 50 less than last year. The diminution is due to the prevalence of epidemics, which affected a great many of the schools, large and small.

"The number presented for examination under Standard IV. was 11,442, an increase of 483, in Standards IV.–VI., 5,147, a decrease of 50, and over Standard VI., 540, one fewer than last year."

Mr. Barrie:—

"The year's statistics show a slight increase in the numbers present on the day of inspection, in the average attendance, and in the number presented for examination both under and above Standard III., but a decrease of 121 Ex-VI. pupils. This decrease is very disappointing and I hope a more satisfactory state of matters will be seen next year, when the secondary departments established by the county committees come under inspection. At this date none of these departments have been examined though some of them are in full 'working order.'"

While there is not, so far as I am aware, any change of opinion on the part of my colleagues and teachers as to the general advantage of the greater elasticity in examination permitted under the New Code, it is not out of place to advert to some respects in which it is not an unmixed good, and liable to abuse. In large town schools with an attendance of 1,000 and upwards, no standard except V. is fully examined in all the three ordinary subjects. With the exception mentioned the plan in this district and, I presume, elsewhere, is to divide a large standard into two or in some cases three sections, reading being taken from one, dictation or composition from another, and arithmetic from a third. In such cases it can be said of individual pupils that they have been taught and examined in a certain standard, but not that they have passed in it. It is possible and almost certain that in every large class there are some pupils who are not fit for promotion to the next higher standard. And here the difficulty arises. The assistant teacher in charge of the class and who is to have the management of it in the following year, as is in many schools the rule, knows that some are unfit for promotion, dislikes having them as a drag on the rest, and suggests that they should be kept back. The parents, however, know that they have been taught and examined in a certain standard, and threaten the headmaster with their removal to another school if they are not promoted. He is accordingly placed between Scylla and Charybdis; the assistants pull in one direction, the parents in an opposite one. As a rule the parents gain the day and the standard is promoted *en bloc* to prevent removal of pupils to another school. The spirit of the New Code is entirely opposed to this. It has never been contended that passing from one standard to another made too great a demand, or was the cause of overpressure, on the average child. Overpressure consisted in applying the same measure to the dull and the average child, and wherever a whole class is promoted irrespective of fitness, the only alternatives for the dull pupil are overpressure or stagnation. I have had complaints on this head from several competent assistant teachers in whose judgment and earnestness of purpose I have confidence. The remedy seems to me a simple one. Let boards give instructions to their headmasters to admit no pupil from a neighbouring school without a fresh examination, when

Objection to promotion *en bloc*—a violation of the spirit of the Code.

Complaints on this head.

Suggestion.

the reason for the change is that promotion has been refused. This action on the part of the headmasters would be mutually protective and secure proper classification. While I approve most heartily of the present as compared with the former method of estimating the work of a school, I fear it cannot be doubted that a number of pupils are moved on from standard to standard without proved fitness, and the aim of the new regulations is so far defeated.

Age in standards higher than formerly and gradually increasing.

May go too far.

In this connexion it is worthy of notice that the age at which the standards are passed is considerably higher than formerly, and gradually increasing. Within certain limits this is to be welcomed. It is not desirable that Standard V. should be passed at 11, or, as sometimes happens, at 10 years of age. At these ages acquirements must be largely on the surface, and, in the case of those who then leave school, certain to be evanescent, as is only too evident when such pupils a year or so afterwards join the evening school. The aspect, however, becomes serious when the limit of school age may be reached before Standard V. is passed. In order to a just estimate of the condition of a school of the ordinary type, a comparison of age and attainments cannot be overlooked. On this subject I have nothing to add to the exhaustive treatment of it by Mr. Struthers in his remarks on "School Age and Progress."

Age and attainments should be compared.

Secondary Education.

Prospects hopeful.

My colleagues, who have furnished me with reports on the secondary education schemes in their districts, while thinking it too soon to pass a definite judgment on their success, speak hopefully of the expected results. This is also my own feeling. But even at this stage a statement of what has been done and proposed will not be out of place.

In Edinburgh.

In the Edinburgh burgh scheme five-sevenths of the grant was allotted to the establishment of 220 free scholarships for pupils in state-aided schools to be held at any one of six fully equipped secondary schools in Edinburgh. Of these scholarships, 57 were open for competition for the first year, and 100 boys and 115 girls presented themselves. The limits of age were "not less than 10 or more than 12." The subjects of examination were the ordinary subjects of Standard V., with grammar, geography, and the first stage of any two of the four subjects, Latin, French, German, and Mathematics. On the fitness of the 57 successful candidates to enter secondary schools, the examiner reported "that all "on the list may fairly be expected to take their places with pupils of "their own age, if not for the most part to be in advance of them, *as* "*regards elementary subjects*, and that about half of them should be "well abreast of their compeers in all respects. The others will "require special preparation to bring them into line." For a beginning I think this a satisfactory result.

Free scholarships.

Capitation grants for leaving certificates.

For the 800*l.* set aside for capitation grants to managers of State-aided schools for pupils passing the lower grade of two subjects in the leaving certificate examination, the number of candidates was 361, viz., 167 from board schools, and 194 from non-board schools. The number of successful competitors was 174, viz., 75, or 43 per cent. from board schools, and 99, or 57 per cent. from non-board schools. This also I regard as satisfactory—indeed surprisingly so. The committee did not expect such success from pupils in ordinary State-aided schools.

Except in one or two details of minor importance, the scheme is unchanged for the ensuing year.

In Linlithgow.

In the three centres of Linlithgowshire—one a secondary school, the other two, secondary departments—very praiseworthy activity has been

shown by the committee. In the outlying districts an earnest and generally successful effort has been made by the schools for which different provision is made. There is good reason to hope for a healthy stimulus being given to advanced work, and a prolongation of school life. I subjoin remarks by my colleagues on this head.

Mr. Scougal:—

Definite "results" not yet forthcoming.

"It is too soon yet—indeed, several years too soon—to attempt any report upon definite results achieved under the new arrangements for the promotion of secondary education. But it may be fitting to give a few brief notes on what has been done, what is in progress, and what is in prospect under these arrangements.

The three committees in this district.

"The three committees, of which I am the officially nominated member, are those of the county of Midlothian, the county of Haddington, and the burgh of Leith.

High value of the work of non-official members.

"I trust that I may be permitted to express here my warm appreciation of the way in which the non-official members of these committees have discharged the duties for which they were elected. Nearly every member of each of the three committees has ungrudgingly spent much time and labour on this voluntary work; and all deliberations and discussions have revealed but one common motive—a single-minded and earnest desire for the greatest educational good of the greatest number, without partiality and without prejudice.

Mid-Lothian county committee.

"Under the scheme for Mid-Lothian, in all the six selected '*Class A.*' schools, a University graduate has been appointed as assistant for the special secondary department, and plans for the special separate accommodation required for this department have been approved. A curriculum for 'a three years' course of secondary instruction beyond Standard VI.' has also been approved for these schools. Five of the seven originally selected *Class B.* schools have already accepted, or are likely to accept, the committee's grants under the conditions laid down in the scheme; the other two have 'declined in the meantime.'

"Owing to the lateness of the date at which this committee's scheme came into operation, the number of candidates available for the *school* bursaries was this year limited. For the 20 bursaries only 15 candidates (4 boys, 11 girls) came forward; and of these 14 were found qualified, and have had bursaries awarded to them. The scheme has not yet been long enough in operation to secure any candidate for the *county* bursaries. There is, however, every reason to expect that for both classes of bursaries—especially the school ones—there will next year be considerable competition.

Haddingtonshire county committee.

"Under the scheme for Haddingtonshire, the Haddington Knox Institute—the one higher class public school existing in the county when the committee took office—has received fixed annual grant from the committee at the rate of 120*l.* per annum, and has been promised, in addition, about 110*l.* for special purposes of equipment and staffing; and 200*l.* has been granted towards the building and equipment of the special secondary department of the new North Berwick High School, which is at present in course of erection, and the nucleus of which is *ad interim* in operation, under a graduate headmaster, as the North Berwick Forth Street Public School.

"In 'results' grants under the scheme of this committee there have already been paid (*a*) 76*l.* in respect of scholars at the Knox Institute, Tranent Public School, and Prestonpans Public School, who have gained the lower grade leaving certificate, and (*b*) 54*l.* in respect of 27 scholars who, at seven of the inspected schools of the county (Tranent Public School, East Linton Public School, Prestonpans Public School, Ormiston Public School, Haddington Primary Public School, Garvald Public School, and Aberlady Public School), have gained the merit certificate. The committee have clear evidence that these grants are already doing much to stimulate the higher work in the better class of the inspected schools; and they expect their disbursements under this head to be much and increasingly larger in future years.

Leith burgh committee.

"In regard to the working of the scheme of the Leith Burgh Committee I cannot do better than quote the following from the valuable notes sent to me by the clerk to the school board (also clerk to the burgh committee):—'I have

'much pleasure in reporting that the grants received for secondary education 'are having a very beneficial effect. In July 1893, the total number of 'children attending school beyond the 6th Standard was 107. At present 'there are 303; 69 at the Academy, and 234 at Craighall Road School. The 'number at the Academy, the headmaster says, is greater than at any time 'within the last four years. . . . . There are many indications that the 'secondary education scheme has been taken hold of earnestly by the 'community.'

"The bursary scheme established by this committee has already excited in Leith much interest and called forth keen competition. This first year there were, for 20 bursaries in all (counting together those of the three different grades), no fewer than 137 candidates (53 boys, 84 girls); and the examiner reports that the average quality of the work done by the competitors was highly creditable and encouraging.

"The forthcoming rebuilding, on a greatly enlarged scale, of the Leith Academy Public School, towards "the equipment and furnishings" of which (with special reference to its secondary department) the burgh committee have promised a contribution of 4,000*l*., should do much to further efficiency of higher instruction in Leith."

Mr. Walker:—

"The scheme has been continued on the same lines as last year. Four secondary schools get a slump grant and a capitation grant, the latter depending on individual examination which, however, there seems some difficulty in carrying out. Other four schools have established secondary departments, and, considering the number of scholars that remain after passing their standards and the population within reach of them, three are likely to be successful.

"In addition to these four, there are some 16 schools scattered throughout the county receiving a lower capitation grant for passes in recognised specific subjects. Some of the schools in the list have made no claim, but most of the others have shown a fair amount of work beyond the standards. It is too soon yet, however, to pass any judgment on the working of the scheme."

Mr. King:—

"I am a member of four of the county committees on secondary education, and during the year with which this report is concerned I was engaged for 11 days on the work of these committees.

"As the schemes for the Border Counties have now been approved, a short account of what has been done, supplementary to the synopsis of schemes which appears in last Blue Book, may not be out of place.

"*Berwickshire.*—This county occupies a peculiar position, as it is divorced from its natural capital, Berwick-on-Tweed, which belongs geographically to Scotland, but politically to England. There is no place in the county which has a population of more than from 2,500 to 3,000 inhabitants, and there has been, up to the present time, no provision for higher education other than what has been given in the best of the State-aided schools or in private academies. No school in the county is recognized by the Department as a higher class public school, and no school has, as yet, presented candidates for the leaving certificate.

"It has been decided, after making some provision for Lauder and Coldstream, which are isolated from lack of railway communication, to use the remainder of the funds available for this county to establish a secondary school at Duns. A house with nearly an acre of ground has been purchased, and when entry is obtained at Whitsunday 1895, the building will be repaired and altered for school purposes. It is intended that special prominence should be given in the work of the school to scientific and technical instruction, and in return, it is expected that the county council will grant, out of funds at their disposal for technical education, a considerable subvention for the equipment and maintenance of the 'Berwickshire County High School.'

"*Peeblesshire.*—The problem in this county has been a simple one. After making a small allowance for West Linton, the only part of the county not entirely pastoral, and therefore thinly populated, from which there is not easy access by rail to Peebles, the rest of the grant goes to support the Peebles Bonnington Park School. This school has been on the Department's list of secondary schools for a long time, and has, to the extent of its limited means, been doing excellent work. The present grant, although insufficient, will help to place this school on a sound financial basis.

"*Roxburghshire.*—In this county the committee had difficulty in adjusting the claims of competing centres. Kelso was held to have, in respect of its past history, a very strong claim, inasmuch as there is already in that town a secondary school, built and equipped from local resources, in full working order. The claim of Hawick, the most populous of the border burghs, was also beyond dispute. Next in order came Jedburgh, the county town, with a population not much below that of Kelso, and claiming to be the natural centre of as wide an area, but hampered by defective railway communication and by the manifest unwillingness of its inhabitants, already suffering from a heavy school rate, to run the risk of having any additional burdens placed on their own shoulders. After Jedburgh, there fell to be considered the claims of Melrose, St Boswells, and other smaller places. In its first scheme the committee endeavoured, by its proposals to the Department, to make provision for secondary schools or secondary departments in all these centres; but when Parliament decided that the grant was to be distributed strictly according to population, and it was seen that, in consequence, the amount falling to the county would be quite inadequate for the purposes originally designed, another scheme was drawn up, which has, after alterations made to meet objections raised, now received official sanction. The bulk of the grant is to go for the support of the Kelso High School and of a similar school which the Hawick School Board has agreed to establish in that town, while Jedburgh is to receive 300*l.* as a building grant, and an annual sum of 100*l.* for the maintenance of a secondary department.

"*Selkirkshire.*—In this county, 100*l.* per annum, or such portion of this sum as may be earned by fulfilment of the conditions laid down by the committee, have been set aside for the encouragement of higher education in the four most remote parishes of the county. The residue of the grant is allotted to the towns of Selkirk and Galashiels in the proportion of one-third to the former and two-thirds to the latter. In Galashiels, a secondary school, which has a good record, and has been for some time on the Department's list, will now, with increased funds, be able to do still more effective work. In Selkirk, a controversy arose as to whether the higher instruction should be given in a secondary department attached to one of the board schools, or in a new secondary school. The school board declared for the first alternative, while the committee and the Scott and Oliver Trust favoured the second. This Trust has a fund at its disposal for the promotion of secondary education. On finding that the Scott and Oliver Trustees would not give their money for the support merely of a department, the school board refused to have anything further to do with the matter; and the Trustees are now seeking powers from the Court of Session to build a school for themselves. The committee recommends that Selkirk's share of the grant should go to assist in building and maintaining this school.

"Throughout the district the local boards showed great reluctance, indeed, most of them absolutely refused, to throw any part of the cost of secondary education upon the rates. This was not, I consider, due to disregard for the advantages of higher education, especially education on technical or scientific lines, but to the fact that these communities are already, in proportion to their means, more heavily taxed than the larger towns for educational and other purposes. The long-continued depression in all agricultural pursuits and the present dulness in the staple trade of the borders, have caused the ratepayer to regard with great hostility any further attack on his purse; and I fear that unless these secondary schools and departments in the less thickly-populated parts of Scotland receive a more liberal contribution from Imperial sources, they will remain in a struggling and impoverished condition, and will be unable to perform the work required of them with satisfactory efficiency and success."

Standard Subjects.

Reading still improving.

Reading is, on the whole, improving: in populous places and large schools very satisfactorily; in small schools and country districts where a single teacher has all to do, the improvement is necessarily slower but yet perceptible. This is largely due to what is now, I understand, universal, the practice of reading at sight, and to variety of books. In my own district I am glad to report steady advance, so marked in some cases, that the unseen test alone is used. The most prevalent fault is placing undue emphasis on small and unimportant words, but there are not a few schools in which this defect is not found. Too much simultaneous reading is accountable for misplaced emphasis.

Objectionable method.

At visits without notice we still hear too often that depressing and unintelligent form of grind, when every word, large and small, is simultaneously spelt over three times with the regularity of machinery. Surely to spell only the new and difficult words, and to secure continuous attention while each pupil in turn attempts without help to read the passage for himself is much more educative, inasmuch as increase of power accompanies the effort.

Upright writing.

Upright writing is growing steadily in favour.

Arithmetic.

About arithmetic there is a general feeling that testing by card alone is not sufficient, that its tendency is towards mere mechanical accuracy, and that principles do not receive sufficient attention. My own opinion is that it has improved in intelligence by the regular practice of mental calculation. Wherever it is possible, the use of cards should be supplemented by inquiry into the knowledge of principles.

Principles not sufficiently attended to.

Composition.

Composition still lags comparatively behind. Answering in the form of complete sentences is becoming more common, and in an increasing number of schools the formation of sentences illustrating the use of one or more specified words has, in the lower standards with distinct advantage, taken the place of the somewhat barren pointing out of nouns, verbs, and adjectives. Mr. King complains that in some parts of his district school boards have been pledged to economy, and have accordingly made a very full use of badly-paid ex-pupil teachers, and have staffed the schools simply up to the minimum. This is much to be regretted. Poor work and frequent changes are the inevitable result. Remarks by my colleagues are as follows.

Mr. Scougal:—

In the junior sections.

"Steady improvement continues to manifest itself in the elementary work of the 'junior sections.' This year 34 per cent. of these were rated as *excellent*, an increase of 5 per cent. since last year. All but a few of the junior departments securing this award are, as might be expected, those of the larger town schools; for it is only in these schools that thoroughly organised equipment for the teaching of the infants is possible. But that very satisfactory results, on the whole, are being produced in this part of the school work is evidenced by the fact that only 5 per cent. of the junior sections fall below *good* in the summary mark for the elementary subjects.

In the senior sections.

"Noteworthy and encouraging features of the results in the 'senior sections' are: (1) a decrease in the number of these sections ranking below *good*, and (2) a substantial increase in the number ranked as *excellent*. It is gratifying to find a number of these 'excellent' departments in small rural schools. But the larger number naturally belong to big town schools, where the division of labour among the staff affords the most favourable opportunities for producing the all-round accuracy, smartness, intelligence, and general finish that go to the making of a really 'excellent' appearance under examination. It should be added, however, that a considerable number of senior departments reached, over all, a mark more or less in advance of *good*, but that weakness—exhibited as in former years mainly in the 5th Standard—in one or more of the points just noted prevented their being ranked on the highest level."

Mr. Walker :—

"Reading continues, on the whole, to improve, but in too many cases it is still far from what it should be, not from any want of skill on the part of the teachers, but simply from their not knowing what can easily be done. They teach their pupils to know the words, and think nothing else necessary; but 10 minutes in a school where reading is really taught would enlighten them, and bring about a much-needed improvement. Reading.

"The same remarks apply to writing. In an increasing number of schools it is taught, and well taught. In others there is no teaching worth the name. The pupil is set down to write so many lines in his copybook from an engraved head-line, and plods on for the appointed half-hour writing each line worse than the one that went before it. The new style of writing is a great improvement on the old one in the way of distinctness and legibility; but its peculiarities may be carried to a pernicious excess. This is done in a set of copybooks recently published by increasing the space between the letters and diminishing the space between the parts of individual letters to such a degree as to make the writing not only ugly but very illegible. The letters *a*, *o*, *n*, and *u* are scarcely distinguishable when written small, as also are *g* and *y*. The sort of writing wanted is one that can be rapidly and neatly done, and, above all, one that can be easily read. Writing.

"There is not much to say about arithmetic. The teachers did not take very kindly to the recent changes in the Code, but most of them have made very good progress in carrying them into effect. Arithmetic.

"There seems to be too much 'cram' in the teaching of this subject. The questions issued by the Department are within a short time published by bookselling firms, and the aim of many teachers seems to be to get up these questions by constant repetition. It is so far a good thing to enable a pupil to tackle the more common forms of arithmetical questions, but it would be a better thing to give him such a grasp of principles as would enable him to solve any question even should it appear in a form not provided for in the published cards. An obvious remedy is for the inspector to depart from the habitual use of the printed cards and to make special inquisition into the knowledge of principles. The cards are so well known that in several instances the correct answer to a question is set down while the working shown leads to something very different."

Mr. Barrie :—

"In reading no very appreciable improvement falls to be reported. Local dialect and stage of culture contribute each a quota to lack of enunciation, modulation, and musical tone, but the evil complained of must to a large extent be laid at the door of inefficient instruction. As the teacher is the child is, in reading as in character. Reading.

"Penmanship continues to make gratifying progress. Gradually but surely is Civil Service hand ousting the old elaborately unserviceable copper-plate. It is easier both for teacher and for scholar, and a much higher general average of excellence is attainable. Writing.

"Spelling may be characterised as fairly accurate, but even this comparative accuracy is obtained only at the cost of a large expenditure of time and labour. Spelling.

"A fair average has also been reached in composition, and a higher is within reach of better methods of instruction, such as obtain in certain schools. Composition.

"The high average of accuracy and form attained in former years continues to be well maintained. Possibly accuracy of mechanical working is more conspicuous than skill in unravelling problems, but that is merely stating in arithmetical terms a fact that holds good in all branches of education. To the majority of scholars the former is, perhaps, of more value than the latter. Still I have been surprised to find an ex-VI. pupil capable of unwinding the tangled skein of complicated fractions fall back baffled before a simple problem which might fairly have been set to a 4th Standard." Arithmetic.

Mr. Dunn:—

"I have no desire to urge the total supersession of the standard examination, but there are one or two points which are apt to be forgotten by teachers, especially by those who for twenty years or more have rigidly followed the requirements of successive Codes. For one thing, the standard classification which is still retained in the Code was originally based upon an estimate of the attainments which may fairly be expected from children of a given age, and there is no strong evidence tending to show that the range of attainment demanded was intrinsically excessive; but if the ages of the children are totally disregarded in assigning them their standard position, the relevance and significance of the scheme of requirements embodied in Art. 28 are largely invalidated; and a school in which all the standard work is excellently performed may after all be nothing very wonderful, if the average age of the children considerably exceeds the age primarily associated with the respective standards.

"Another point to which I may refer as attracting my observation is the undue multiplication of reading classes. It appears to be supposed that a Standard V. in arithmetic necessarily implies a Standard V. in reading. This, of course, is not the case; and as the attainments of the children in reading are now considerably in advance of their former attainments in this subject, it would be found a great saving of time and trouble in small or moderately-sized schools to combine two or even three standards for reading. The collateral adjuncts of intelligence, grammar, spelling, &c. need present no difficulty, as the Inspector may surely be trusted to estimate what may fairly be expected from the relative capacities of the component groups. It certainly seems anomalous that a handful of children in ex-6th Standard and a small Standard VI. class should receive as much time and attention as a very large Standard III. or IV., where the children can do very much less for themselves, and where the individual reading of the class will of itself consume more than an hour.

Reading. "I have to report excellent progress in this branch of instruction. In all the best schools the highest class is found to be capable of reading any ordinary book or newspaper with fluency, correctness and intelligence. This result is greatly due to the systematic employment of unseen reading tests in all the standards. The establishment of school libraries tends in the same direction.

"There are obscure indications that more attention is being given to expression in reading. Thus, the proper inflections for questions are not unfrequently employed. Many of the books, however, afford little scope for expressive reading, a large proportion of the lessons being severely informative or oppressively moral. In the more advanced reading books there should be a sufficient amount of dramatic dialogue in prose or verse to supply practice in natural and expressive reading.

Writing. "This branch of instruction continues to improve. The Vere Foster style, or its various modifications, prevails throughout the district, and with gratifying results. The besetting dangers of the vertical style of penmanship are—a tendency to undue angularity, too wide an interspacing of the letters, and degeneracy into a backward slope.

"I have observed that sometimes, though not often, the penmanship is very good, while the figuring is inferior.

Spelling. "This is in general a good subject. The practice of alternating dictation with composition in every large 5th Standard ensures the acquisition of correct spelling in the higher classes. The spelling of Standard II. is as a rule particularly good. The same remark can hardly be made, however, respecting Standards III. and IV. The teacher would find it useful to make a note of the words in common use most liable to be mis-spelt and to direct the children's attention to them.

Arithmetic. "This subject is earnestly and successfully taught, particularly, I think, in the junior standards. Not unfrequently the arithmetic of Standards I., II., or III. is the best part of their work, and usually the most advanced. In Standards IV., V. and VI., it is on the whole good; but I am glad to be able to say that in no standard is the arithmetic relatively equal to that of the ex-6th Standard, which is in most cases excellent, though questions are set involving mensuration, stocks, per-centages, &c. This fact indicates that the ex-VI.

pupils are now receiving the attention of which they were often very unjustly and ungenerously deprived under the former system of examination.

"Mental arithmetic receives a fair amount of attention; but as the work of my district becomes every year more onerous and exacting it is often impossible to examine on this subject with the degree of regularity that is desirable.

"The use of uniform arithmetic cards has a tendency to withdraw the interest of the inspector from the subject and to make his attention to it formal and mechanical.

"I am strongly of opinion that the teaching of arithmetic proceeds too much by rule and is too little based upon the principles underlying the subject.

"I venture to think also, that fractional arithmetic should be introduced at an early stage. I am struck with the fact that children in the upper classes are not on the alert to detect opportunities for "cancelling." In this connection, the unitary method of working sums in proportion though at first more difficult of acquisition is much more educative."

"In very many schools this subject yields very satisfactory results. The story for Standard V. is usually reproduced with very fair accuracy and completeness, but in too many cases the punctuation is bad or omitted, quotation marks are forgotten or merely introduce the quoted remark, while the note of interrogation almost universally fails to appear. As for the note of exclamation, which would frequently be appropriate, I hardly remember to have ever seen it. Composition.

"The improvement in composition which I have observed is in a great measure attributable to the practice now established in all the best schools of introducing this exercise in Standards III. and IV., and even in Standard II. That is to say, simple stories are reproduced by the children in these standards. The result is that when the children enter Standard V. they are already to a considerable extent prepared for this part of their work.

"I do not detect much improvement in Standard VI. Poverty of ideas and tameness of expression are still as conspicuous as ever."

Mr. King:—

"In the purely rural parts of this district there is no material change in the quality of the instruction given in the elementary subjects. The same few schools emerge, year after year, earning the mark 'excellent' for distinctly superior work; there are a few schools, decreasing, happily, in number, where there is much room for improvement in all respects; but the great majority continue to produce results, which, taken as a whole, are not remarkable for special merit or demerit. Each school has its own characteristic features, recurring yearly, some commendable, others the reverse; but when after careful examination the inspector comes to sum up his marks, he finds that he can neither bless with an 'excellent' nor ban with a 'fair.' Probably the average country teacher does not strive very hard to earn the highest mark. He knows that so long as the inspector does not find serious fault, and cut the grants down below the average, he is not likely to have any trouble with his board. Irregular attendance, in summer owing to field labour, in winter owing to bad weather, the prospect of losing many of his pupils at the coming Whitsunday, the fact that as a rule he can hope for no promotion, all combine to discourage him from making a special effort to raise the standard in the elementary subjects. Very often it will take him all his time to produce even average results. But if he has any superfluous energy, and is anxious to earn the largest possible grant, he considers that it will pay better to attempt another class subject, or to present a few of his best pupils in specific subjects or for the merit certificate. Elementary subjects.

"In the towns there has been, I think, a falling off. The boards returned at the last elections were all pledged to strict economy, and were accordingly opposed to spending any additional money on the staffing of their schools, while at the same time it happened that good assistant teachers, both male and female, became scarce and could be had only at higher rates than formerly. In consequence the tendency to employ untrained and inferior assistants, already unduly strong in this district, has received an additional impulse, and has told upon the efficiency of the schools. One board tried to teach its 5th Standards with female ex-pupil-teachers at low salaries; an experiment which

was by no means a success. Even when good assistants do come to country towns, they will not, unless they belong originally to the district, stay more than a year or so. They take the earliest opportunity of getting off to Edinburgh or Glasgow, where they have better incomes, better chances of promotion, and where apparently they find life more agreeable. The result is that the large schools in this district suffer, owing to the frequent changes in the staff of assistants.

"It is much to be regretted that the Edinburgh Board has gone back to its practice of taking assistants from country schools, before they have obtained their parchment certificates. I have nothing to add to what I said on this subject three years ago, except that, if the practice continues, the boards in this district will soon be obliged to refuse employment as assistants to all applicants from Edinburgh.

"The average pass in this district for the labour certificate in Standard V. has been for the past year 76 per cent.

"The following remarks deal briefly with the elementary subjects in detail:—

Reading. "There is general, but slow, improvement in reading. The chief fault is inaccuracy, due to carelessness. In some cases the pupils are so familiar with the lessons, that they do not take the trouble to look at the words, and so fall into mistakes. At other times the blundering may be caused by the excitement of inspection day, although I do not think that this happens so frequently as teachers would have me believe. One common fault is not to sound the final *s* of a word. This occurs so often as to make one think that it must be a peculiarity of the Southern Scottish dialect. 'They are' is also common for 'there are.' I cannot help feeling that these and similar errors would not be so noticeable on the day of examination, if they were carefully corrected throughout the year. Every class is now tested in reading at sight from books brought by the examiner. The results vary greatly, even in schools which otherwise do well, and the subject is one to which more attention might profitably be paid.

Writing. "The Vere Foster and other new systems are gaining ground. I do not specially advocate any of them, and when consulted by teachers, I tell them to choose whatever system they think best, but that, having chosen it, they should see that it is taught uniformly in all the classes. Copy-writing is not uncommon in Standard I., and is universal in Standard II.; but it is often so carelessly done as to be of little practical advantage. This, of course, is a great mistake; for of no subject is it more true than of writing that if sufficient care is taken in the earlier stages, the later stages will take care of themselves.

Arithmetic. "Mechanical methods of teaching arithmetic in the lower standards have practically disappeared. But although no longer taught, figuring and strokes are still occasionally to be seen. The sums in the higher standards are usually done with creditable accuracy, although the cyphering might often be better, and more attention should be paid to general neatness and arrangement. Mental arithmetic forms a part of every examination, and has, I think, helped to make the working of sums more rapid and intelligent. As, however, with reading at sight, it varies very much, even in good schools, and should be more systematically taught.

Spelling. "Spelling is usually one of the best features of the junior classes. In Standards III. and IV. it is good, and in Standards V. and VI. it is sometimes rather weak. In a fifth standard of any size one half of the pupils receive an exercise in dictation, and there are not unfrequently more failures in it than in the composition exercise.

Composition. "Composition continues to improve; but it would do so more rapidly if there were more practice in oral composition in the lower standards, and if grammar and analysis were more successfully taught."

Mr. Struthers:—

Reading. "There can be no question I think as to the marked improvement in this subject in recent years. That improvement still continues. An increasing proportion of the pupils at all stages show a power of reading an unprepared passage in such a way as to be intelligible to the listener, and at the same time to convey the impression that they themselves correctly apprehend the

meaning and construction of the piece. We have now, I think, reached that stage at which we may venture to test the reading in this way if not exclusively, at all events *in the first place*, to be supplemented only where necessary by reading from a prepared book. It does not follow that the every-day reading in the class should be entirely or mainly of a desultory character. The pupils should in all cases have a good knowledge of the contents of the class reading book. The prevalent fault in the style of reading is one which is hard to describe. It consists mainly in putting unnatural emphasis on the connecting words, or on the first word of a phrase however unimportant it may be. This fault I have in several cases lately traced directly to the practice of simultaneous reading. I should not like to say that this is a method which must never be used, but it is at any rate one which calls for the greatest caution and discrimination in its exercise. I am glad to say that during the past year I have observed the fault in question to be less prominent than before, and in not a few schools the style of reading is as good as could be wished.

Arithmetic.

"Judged by the card test the results in this subject are most satisfactory. In the average school, indeed, it is hard to see how, making reasonable allowance for the natural tendency to err, they could be greatly improved upon. Along with this accuracy, intelligent methods and great facility in computation have long prevailed in the junior classes, and I believe that persistent oral examination in mental arithmetic, in understanding of methods and power of applying rules practically, is at length beginning to tell in the higher standards also. I regret that our intention expressed last year of postponing the card test to the oral examination has not been carried out so fully as I could have wished. That has been due partly to the difficulty which one finds in departing from established routine, but partly also to a feeling that it was scarcely fair to make any considerable alteration in the relative importance of these two methods of examination without due notice. But I am as strongly convinced as ever that too great reliance may easily be placed in the card test as a measure of the pupils' knowledge of arithmetic, and that the importance at present attached to it very distinctly tends to foster mechanical and unintelligent methods of teaching the subject.

Writing and kindred subjects.

"Good writing depends very largely on practice on a uniform plan combined with careful supervision. Pupils cannot be expected to write well who practice a different style with each new division of the school they enter. This principle is now generally recognised, and as a rule whichever style of writing is adopted is practised throughout the whole school. On the merits of the different styles in use there is doubtless something to be said, and it is desirable that each should be fully tested, but in the interests of the numerous class of children, who in the country especially are compelled to flit from school to school, it is to be hoped that some consensus of opinion will soon be arrived at.

"Writing to dictation in the junior standards is highly satisfactory. In the higher standards also this subject receives due attention, and is regularly tested at inspection. So far as I can learn the more common practice of preparing for this test in the junior classes is simply to write over and over again the whole book or such passages of it as are likely to be taken for dictation. This is necessarily a tedious process, and much valuable time would be saved if the comparatively few words which really cause difficulty were picked out, classified, and by the aid of the blackboard impressed on the memory of the children by comparison and contrast.

"The composition exercise in the fifth and higher standards is the part of school work which perhaps varies more in quality than any other. Ungrammatical and incomplete sentences are not so frequent as they used to be, but the exercise may be anything from the baldest concatenation of simple sentences to a really well compacted and effective piece of narrative. Like so many of my colleagues I am deeply impressed with the value of preparatory practice in oral composition in the lower standards. That practice would do much to remedy the speechlessness which is a standing reproach of our schools, and if based upon an object lesson, a history lesson, or a lesson from the reading book would at the same time tend to give precision and definition to the children's ideas about the subject of the lesson. Three-fourths of the time given to pointing out nouns, to say nothing of similar mechanic exercises

would be much more profitably spent in this way. I have frequently tried the experiment myself, and found the children interested and delighted, and, a point of great importance, by no means inclined, even in the youngest classes, to confine their efforts to simple sentences. With a little guiding they can be taught to use sentences with dependent clauses naturally and well. Even in the classes where written composition is prescribed it would frequently be an advantage to base the exercise upon some of the other lessons of the class rather than upon the time-honoured book of anecdotes. By following this plan we should probably make the work of the class more compact, and give to the composition exercise a concreteness and reality which at present it sometimes lacks. It is, for instance, no uncommon experience to find the formal composition exercise very well done by pupils whose written answers at the same time in such a subject as domestic economy are formless and incoherent to the last degree."

Infant Schools.

Infant schools have been dealt with so fully in previous reports that it is unnecessary to say more than that in Edinburgh they continue to be conducted with a painstaking devotion worthy of all praise. Kindergarten work is more widely taught, and new games of an educative kind are invented with a fertility of resource which seems inexhaustible. In country districts, where the infants are not taught as a separate department, the same spirit is spreading satisfactorily.

Class Subjects.

Value of history in lower standards doubtful.

Repetition of various merit.

Minimum not adhered to.

Grammar on whole unsatisfactory.

Faulty methods.

Properly taught it is the first appeal to reasoning powers.

Best taught in small classes.

English, geography, and history are the favourite class subjects, and of these geography is the most satisfactory. It is only in very skilful hands that history in the lower standards is either interesting or valuable. In the English subject, repetition is on the whole good, grammar poor. In the former there is great variety in taste, expression, and choice of subject, but the memory work is generally good, often excellent, and the explanation adequate. While I am careful not to demand more than the minimum, I am in the habit of asking volunteers to repeat any pieces they may have chosen to learn beyond the amount prescribed, and I seldom fail to get a creditable response. Teachers tell me that the effect of this is increased intelligence. In grammar the results vary widely, but the most of my colleagues find them poor. There is no subject in which so much depends on the skill and method of the teacher. With one it is the enunciation of dry rules, on which no ray of light is thrown by illustration of their use in practical speech. With another it is choked by hair-splitting minutiæ in parsing and analysis which belong in no sense to the essence of grammar teaching. In both cases the results are practically nil. I do not agree with one of my colleagues in holding that it is enough to teach it empirically without reference to rules of any kind. As an instrument of education grammar has a higher function. In the elementary subjects below the higher reaches of arithmetic, only aptitudes are discovered and developed. In grammar properly taught, the first genuine appeal is made to the child's reasoning powers, and when the appeal is skilfully made the result is a general widening of intelligence. I have seldom—I had almost said never—found weak intelligence alongside of good sensible grammar. As in former years I have found the best grammar in schools where the classes are of moderate size. Where the class numbers from 60 to 80 I have often found the teaching of this subject thoroughly intelligent, stimulative, and on right lines, but wanting in diffusion over the whole class, from which I draw

the conclusion that it is extremely difficult, if not impossible to teach it with a high level of success to a large class. The thoughtfulness required makes a greater demand on individual teaching than is possible when dealing with large numbers. Any organisation which would admit of the class being taken in smaller sections should whenever possible be adopted. Elementary science is taken in comparatively few schools and with very various success. I agree with the opinion of my colleagues, who think that in schools under a single teacher too much is attempted in class subjects, and suggest that in the case of girls one should be dropped and needlework taken as a class subject instead of under Art. 19 A. 4. Under this head my colleagues remark.

Demands more individual teaching than other subjects.

Mr. Scougal :—

"All the five class subjects continue to be taken up in this district. During the past year English has been professed in 106 schools, geography in 106, history in 51, elementary science in 23, and needlework in 21. About 80 per cent. of the schools take three subjects, all the others take two.

Statistics.

"The number of departments gaining the higher grants—close on 90 per cent.—indicates a very satisfactory state of efficiency in this part of schoolwork as prescribed in the Code. Indeed, general improvement in the class work has during the past year been pronounced, and in no subject more than in English. And yet it is in English, especially in *grammar and analysis*,—or let me say, *analysis* alone; for analysis is the groundwork of all rational grammar—that still greater improvement is both possible and desirable, and not least in some of the large town schools. The contrasts that one sees in such schools between the grasp of grammar in one standard and the grasp of it in another, or the contrast in this respect even between two separate class divisions of the same standard, are very striking. On this point let me quote from the valuable notes that Mr. Black has sent me on many parts of the school work: 'Some 'teachers,' he says, 'evidently regard grammar as intended to assist children 'to express themselves in plain, intelligible, reasoned 'speech,' whether 'orally or in writing, and to understand, and to read as if they understood 'and enjoyed, the "speech" of others as set forth in books. Other teachers 'appear to look upon it as little more than a collection of mere names 'and lifeless definitions of which no practical use is ever made, "only this 'and nothing more." Need one wonder that in the latter case the grammar 'lesson is a weariness, or that those who do not know how really attractive, 'stimulating, and educative such a lesson may be made, cry out about the 'uselessness of teaching English grammar?"

Marked general advance in efficiency. Special remarks on grammar,

'The headmaster of one of the large Leith schools writes: "The beneficial 'effects of science lessons on the intelligence, conversation, and composition, 'proved in the case of the boys—have induced me to extend those lessons to 'the girls also.'"

and on elementary science.

"Systematic hand and eye training is admirably carried on in the thoroughly organised separate infant departments. But after this begining it is practically abandoned. In very few schools indeed is it carried on even into the 2nd Standard, and above that stage it is to be found in only one school in my district—the Leith Craighall Road School, where it re-appears in the form of manual woodwork taught to the boys of Standards V. and VI. On purely educational grounds I have come to be convinced of the value of educationally given manual training as a most important, indeed essential, means of securing the all-round *mental* development of the child. I should rejoice to see every encouragement given to the taking of it as a class subject."

Hand and eye work: manual training.

Mr. Walker :—

"Almost all the schools keep by the three subjects of English, geography, and history. In three cases elementary science, and in a few others, drawing for boys, and needlework for girls, take the place of history. As has been often indicated, it seems a mistake for a teacher working a school single-handed to attempt so much. Some of the results are bound to be weak. Grammar is often neglected, or map-drawing is not practised, or history

becomes a meagre outline. One thing done thoroughly is worth infinitely more in the way of mental discipline than half-a-dozen done perfunctorily."

"Singing is professed in all but ten of the schools, and in most of them is taught from notes upon Curwen's system. The gravest defect of it, as has been frequently pointed out in former reports, is the want of voice training. The children in many schools are allowed to use the lower register of their voices, and the effect is very harsh and unpleasing. This is specially noticeable in many infant departments. In the upper departments 'modulator' exercises are usually very well done, but ear tests, as a rule, are successfully met by comparatively few."

Mr. Barrie:—

Recitation.

"Recitation has reached a higher level than reading—partly, I imagine, from the idea that something more of style is demanded in the one case than in the other, partly from the fact that the pupil must stand erect, if any good result is to be obtained,—but most of all from the fact that greater attention is paid to individual words and shades of meaning. The area to be tilled being restricted, the results are proportionately greater. I would not be taken to mean that recitation is very satisfactory, for it is not so. It comes under the same condemnation as reading, but, owing to special circumstances, in a less degree.

Grammar and intelligence.

"Grammar and intelligence continue to be very creditable. There is, however, need for simplification, in grammar especially. The tendency to minute sub-divisions is one to be guarded against. Grammar is not an exact science. It is the science of historic survivals in language, and any attempt at too rigid definition defeats itself.

Geography.

"Geography continues to receive sufficient attention especially in the sphere of topography. Somewhat fuller attention to the physical and mathematical branches is still to be desired. Once more I may be permitted to say, that principles more than facts are to be secured by the young during the too short period of school life.

"The infinite, not to say infinitesimal, facts of geography are best learned, each when needed, in after life. To the adult, an atlas ought to be as indispensable as a dictionary; a map is sufficient for the boy or girl.

History.

"History as commonly taught in schools is of very little educational value. It is put on in a very thin varnish—a dead, inert thing, affecting neither heart nor head. Facts are, no doubt, painstakingly got up, but in the process the spirit somehow escapes. All this is said without prejudice to the fact that history is one of the most profoundly interesting subjects of human study.

Elementary science.

"Elementary science was professed in a few schools instead of history, and in every case the results were very creditable."

Mr. Dunn:—

English.

"I can record no change in the results under this head. Both grammar and the meaning of words appear to receive the same relative amount of attention. The former subject is usually defective, the latter very good. I should like to see analysis taught with more thoroughness and conviction, as a subject at once interesting, stimulative of intelligence, and conducive to good composition, and not treated as a supernumerary detail introduced for form's sake and out of concession to a prescribed requirement.

"The ordinary teaching of grammar proper is, according to my experience, exceedingly futile. What, for example, is the use of the paraphernalia of parsing and grammatical rules when the child cannot answer a question orally without making a grammatical blunder?

"Why should there not be an empirical correction of errors? Why should not a child be simply told that 'the boys runs' is incorrect, and that he should say 'the boys run'?

"It is satisfactory to note the gradual disappearance of the doggerel and drivel which used to be not unfrequently assigned to the younger children for committal to memory. I still think, however, that the mental grasp of these children is too often under-estimated. One would imagine at times that the teacher's criterion of the suitability of a piece of poetry for Standard I. or II. is that it should consist of monosyllables.

"In many cases the prescribed number of lines only are professed; but it generally happens that the children can as a class repeat most of the poems contained in their reading book. The absurdity of adhering to the minimum requirement is thus manifest.

"History was taken as a class subject in 63 schools, *i.e.*, in about half of the schools in the district. The schemes submitted for approval proceeded very much upon the old lines. In the junior standards the periods and personages selected for the teaching of history were rarely satisfactory; and it is very doubtful whether the formal teaching of history is judicious in the case of children of tender years. Historical and biographical incidents and anecdotes would be much more appropriate, and these should be of an interesting and elevating character. History.

"I confess that I regret the comparative neglect into which history has fallen. In a democratic age like the present it is important that the future depositories of political power should not be ignorant of the making of Britain. To be sure, history manuals are read, but it is to be feared that the impressions derived from them are vague and evanescent. I fear I am exceeding my province in making a suggestion with regard to Code requirement; but perhaps I may be permitted to say that I should hail with satisfaction the grouping of the two subjects of history and geography for a single grant. In this way the mutual interdependence of these subjects would be emphasised, the teaching of the one would corroborate the other, and both would be more thoroughly and intelligently acquired by the enlarged range of their associations.

"This subject is, as a rule, exceedingly well taught, and according to thoroughly sound methods. It is not, however, generally recognised how imperfect an appliance a plane map is. Without, for example, some representation of the superficial configuration of a country, how is it possible to acquire an intelligent idea of its physical geography? Relief maps are useful, but they are, as a rule, on too small a scale to be of much use. Geography.

"Very meritorious results are obtained in this department of school work. As regards the test specimens, the least satisfactory exercise is, I think, button-holing. It might be interesting to ascertain whether the appointment of a sewing mistress or the employment of the ordinary female staff was the more efficacious plan for securing good needlework. Sometimes all the female teachers co-operate in this part of the school work, and the results are often very satisfactory, a good deal of emulation being excited. Needlework.

"In a few schools this accomplishment is carried to a high pitch, and is combined with a thorough knowledge of musical notation. In both respects the Kirkcaldy Burgh (now Dunnikier P.) School maintains its pre-eminence. Ferryport-on-Craig, Newport, and Leven Public Schools are also well deserving of honourable mention. In all these schools, as in the district generally, the old notation is professed. My usual practice is to write out on the blackboard eight bars or so of a passage in music, equivalent in point of difficulty to a popular song. In the best schools this will be sung correctly at once, so far as the sound of the notes is concerned, and when the children beat their own time (as in the Dunnikier School), accuracy of both time and tune is simultaneously obtained. Singing.

"The defects existing are: (*a*) a pervading want of expression; (*b*) rough intonation of the boys' voices due to want of special training; (*c*) want of cultivation of the extreme registers; (*d*) the pernicious habit of assigning permanently a so-called alto to the boys and the treble to the girls; (*e*) too large classes of unselected voices."

Mr. King:—

"Many of my country schools attempt only two class subjects, and this is probably as much as can fairly be managed in these schools, if due attention is to be paid to the elementary subjects. In some towns English and geography are taken, with drawing for the third subject; but in others we have history as well both for boys and girls. The girls have to attend cookery lessons as a condition of the drawing grant, and they have also to earn the 1*s.* grant for sewing under Art. 19, A. 4. In most cases this is undoubtedly too much for the older girls. They are not as a rule very regular attenders, as they are kept

at home from time to time to help their mothers, and when they have a great burden laid upon their shoulders they generally break down. Sometimes they fail in the work of Standard V., and so lose their labour certificates; sometimes they are weak in the class subjects, especially in grammar and in history. It is not wonderful that the girls generally [illegible] school at the earliest possible moment. We are instructed to assess the work of the girls more leniently than that of the boys; but I do not understand this injunction to carry us so far that we are to ignore, when fixing the rate at which grants are to be paid, the fact that a whole class of girls is deficient in one or more important subjects. If we are in doubt it is not, I think, intended that we should consider with any special favour the case of a school which has an over-loaded time-table.

English. "I have nothing to add to my remarks last year on grammar and analysis, except that these subjects are growing worse instead of better. Only a little grammar can be expected even from children of the 4th and 5th Standards: but that little should be known thoroughly by the bulk of each class. In many schools too little attention is paid to the simple, common-sense explanation of the reading lesson. Recitation continues to improve, and is often very well done. The poems selected are sometimes of a very trivial character, and sometimes too difficult. In nothing is the good taste of a teacher better shown than in the choice of poetry for the standards. I could wish for greater variety. It is not necessary to stick so closely to the poems which are in the class reading-books. Excellent selections can now be had in small pamphlets at a nominal price.

Geography. "I am usually well pleased with geography, except in Standard VI., where the profession is too large. Map-drawing is practised in all the schools, either on slates or on paper, often very successfully.

History. "This is the least satisfactory of the class subjects. In the higher standards especially even the dates and names are often imperfectly remembered, and there is very little intelligent knowledge of the facts or of their connexion with each other. I think that as a rule owing to the pressure of other subjects, too little time is allotted to history. The teacher has not time, by explanation and by drawing upon his own resources, to give his pupils a real grasp of the information, often in itself meagre, which is contained in the text-book.

Elementary science. "Elementary science has been taken this year in eight of my schools, and in each of them the higher grant was earned. Botany is made the basis of the instruction, with a little agriculture in the higher standards, and when sensibly taught and fully illustrated by diagrams and by pieces which the pupils themselves, it proves to be a much more popular, and probably more fruitful, study, than the history which it supersedes.

Needlework. "Needlework continues to be very well taught in all the towns in my district and in most of the country schools."

Specific Subjects.

Increase generally. It will be seen from tables in the appendix that in every district but one there is an increase in the number of presentations in specific subjects. From the following Table I. it appears that in the seven subjects of Schedule IV. there is increase in all but Greek, in which the presentation has never been large. In the other thirteen subjects six show increase, seven decrease, but on the whole increase. In the division generally, languages and mathematics are better represented than last year, agriculture being still a favourite subject in Mr. Barrie's district.

Additional numbers in schools paid under Art. 10. Table II. gives an incorrect representation of my own district, without the explanation that to the figures given there must be added the specific subjects which were to have been presented in the schools paid under Art. 10, viz., 60 in mathematics, 46 in Latin, 67 in French, and 113 in domestic economy, or 286 in all. With this correction it appears that

there is a slight increase in mathematics and French. Latin remains the same as last year, and in domestic economy there is a decrease of 60. The total would also show an increase of 124 presentations over those made in 1893.

Few advance to third stage.

Table III. still shows how few of those who enter upon a course of study in specific work advance to a third or even a second year's training. Compared with the corresponding figures in last year's report there is practically no change in the proportion advancing to a second year's training. There is, however, a slight advance in the number going on to the third stage. Last year 23·7 per cent. of the pupils beginning specific work in 1891 (subjects No. 1–7 of the Code) were presented in the third stage; this year the per-centage is 27·7. Again, in mathematics and languages, 12·5 per cent. are presented a third time this year as against 11·2 per cent. last year. From Table IV., which supplies the corresponding statistics for my own district, it appears that whilst only 22·9 per cent. of those taking the seven Code subjects are presented in the third stage, 14·1 per cent. of those in languages and mathematics are a third time presented. Last year it was only 10·1 per cent. This is a decided improvement. Attention may be drawn to another hopeful feature in the figures for the district. Of the 615 who are presented in the third stage in any subject, 254, or 41 per cent., take either a language or mathematics, as against 193, or 28·8 per cent. last year. This rise may probably be due to the additional stimulus to continue the study of such subjects now supplied by the merit certificate.

Increase in languages and mathematics.

Probably due to merit certificate.

I.—Summary of Specific Subjects.

Southern Division.

Name of Subject.	Total Number presented.		Increase in 1894.	Decrease in 1894.
	1893.	1894.		
Mathematics	2,650	2,748	98	—
Latin	1,943	2,012	69	—
Greek	31	17	—	14
French	3,189	3,274	85	—
German	270	332	62	—
Agriculture	1,544	1,659	115	—
Domestic Economy	4,934	5,120	186	—
Animal Physiology	111	72	—	39
Light and Heat	63	27	—	36
Magnetism and Electricity	84	122	38	—
Chemistry	171	117	—	54
Book-keeping	193	313	120	—
Botany	97	123	26	—
Geology	10	—	—	10
Shorthand	153	283	130	—
Wool, &c.	85	94	9	—
Commercial Subjects	22	—	—	22
Physiology and Ambulance	26	11	—	15
Navigation	18	3	—	15
Mensuration	—	3	3	—
Totals	15,594	16,330	736	—

II.—Summary of Specific Subjects.

District No. 1.

Name of Subject.	Total Number presented.		Increase in 1894.	Decrease in 1894.
	1893.	1894.		
Mathematics	1,016	969	—	47
Latin	624	578	—	46
Greek	4	1	—	3
French	1,163	1,129	—	34
German	97	122	25	—
Agriculture	5	2	—	3
Domestic Economy	1,489	1,316	—	173
Electricity	72	60	—	12
Light and Heat	63	27	—	36
Chemistry	109	87	—	22
Botany	—	45	45	—
Book-keeping	49	103	54	—
Shorthand	56	146	90	—
Totals	4,747	4,585	—	162

III.—Specific Subjects.—Division.

Name of Subject.	Number presented in		
	Stage I. 1892.	Stage II. 1893.	Stage III. 1894.
1. Mathematics	1,735	559	155
2. Latin	1,254	391	144
3. Greek	32	16	3
4. French	1,875	704	308
5. German	171	44	25
6. Agriculture	786	403	414
7. Domestic Economy	2,238	1,371	1,200
8. Magnetism and Electricity	46	16	14
9. Chemistry	60	28	6
10. Botany	140	35	12
11. Book-keeping	45	21	7
12. Shorthand	40	17	5
13. Wool, &c.	32	25	17
14. Light and Heat	49	6	0
15. Animal Physiology	148	67	28
(*a.*) Total	8,651	3,703	2,348
Per centage of No. in 1st Stage	—	(42·8)	(27·0)
(*b.*) Total of Subjects (Nos. 1–7), specified in Scotch Code	8,091	3,488	2,249
Per centage of No. in 1st Stage.	—	(43·1)	(27·7)
(*c.*) Total of Subjects (Nos. 1–5), i.e., Mathematics and Languages.	5,067	1,714	635
Per centage of No. in 1st Stage.	—	(33·8)	(12·5)

IV.—Specific Subjects.

District No. 1.

Name of Subject.	Number presented in Stage I. 1892.	Stage II. 1893.	Stage III. 1894.
1. Mathematics	645	185	53
2. Latin	411	106	40
3. Greek	6	4	1
4. French	674	263	155
5. German	60	13	5
6. Agriculture	9	0	0
7. Domestic Economy	785	514	339
8 Magnetism and Electricity	11	16	14
9. Chemistry	37	22	5
11. Book-keeping	—	13	3
12. Shorthand	17	4	0
14. Light and Heat	49	6	0
(*a.*) Total	2,704 —	1,146 *(42·3)	615 (22·7)
(*b.*) Total of Subjects (Nos. 1–7) specified in 4th Schedule of Code.	2,590 —	1,085 (41·8)	593 (22·9)
(*c.*) Total of Subjects (Nos. 1–5) *i.e.*, Mathematics and Languages.	1,796 —	571 (31·8)	254 (14·1)

* Per-centages of the numbers presented in 1st Stage are given in brackets.

Here follow remarks by my colleagues.

Mr. Scougal:—

"Eleven specific subjects have been examined in during the past year. The total number of presentations, as compared with last year's, shows an increase of 20 per cent., distributed over nearly all the subjects. The increase occurs in all the three stages, though proportionately much the largest increase is this year in stage II.

Increase in total number of presentations.

"Greek and geology have, for the time at least, disappeared, and navigation languishes.

Greek, geology, navigation.

"A noteworthy feature this year is that more than half of the total increase occurs under mathematics and languages. In the *first* and *second* stages of these subjects the presentations have risen from 852 to 1,068. Against this, however, has to be set the decrease of *third* stage pupils from 60 to 42. In these subjects, as also over all the subjects taken together, the 'pass' has advanced 5 per cent.

Marked increase in *first* and *second* stages of mathematics and languages.

"The presentations were distributed over 56 schools, many of which, however, presented but small numbers. Indeed, *six* schools account for more than one third of the total presentation. In Midlothian, at any rate, this concentration of most of the specific work in a comparatively small number of schools is likely to be still further developed by the scheme of the County Committee on Secondary Education."

Number of schools teaching specific subjects.

Mr. Walker:—

"Mathematics is taught in 46 schools, Latin in 37, French in 52, Greek and German in 6 each, agriculture in 31, domestic economy in 93, botany in 1, shorthand in 4, and book-keeping in two.

"Specific subjects are taught in 103 of the 153 schools in the district.

"There are 65 more presentations than last year and 61 passes more. The subjects showing an increase are mathematics, Latin, German, and domestic economy, while there is considerable decrease in the number presented in French and agriculture.

"One favourable feature in the table is that 263 more than last year go on to the second stage of a subject, and that 224 more of them pass in it. There are, however, 53 fewer presentations, and 23 fewer passes in the third stages.

"The individual subjects are marked by the same features as were noted last year. In Euclid the propositions are well got up, but deductions from them are neglected. Algebra is generally satisfactory.

"Latin still shows want of drill in the elements, and in French rather too much attention is given to translation and retranslation to the comparative neglect of the mental discipline to be acquired by a patient study of points of grammar and inflection.

"Greek, German, and the supplementary subjects of botany, shorthand, and book-keeping are confined to a very few schools. In one, Kinnoull Public School, some excellent specimens of type-writing were shown."

Mr. Dunn:—

"During the last session there have been no less than 2,407 presentations in specific subjects, being an increase of 619 as compared with the previous year; and I have good reason to be gratified with the results. Apart from domestic economy the subjects mostly taken were languages and mathematics In no previous year have I obtained results so satisfactory. I would particularly note the increased grammatical accuracy in French and Latin. In not a few schools the first and second stages in French, Latin, and mathematics would have done credit to any secondary school. The advantages of secondary instruction in primary schools are many, but there is one which has during the last year specially impressed itself upon my notice. It is a very common and commendable practice to impart this instruction to those who have passed the 5th Standard; and the mental destitution in which those pupils were often left when the exigencies of the individual examination absorbed all the time and energy of the teacher has been happily removed. There is thus an added inducement for children to remain at school; and, what is more, a little group is thus formed of superior children whose moral influence upon the rest of the school is most beneficial."

Mr. Barrie:—

"The presentations in specific subjects show an increase of 315 on last year's numbers, and this increase is chiefly in agriculture and domestic economy. There is a decrease of 38 in mathematics, and an increase of 75 in Latin, and 45 in French.

"The results generally were of a satisfactory character, but they call for no special remark since the date of my last report."

Merit Certificates.

Slight increase in Edinburgh district.

For this certificate there were presented in 31 schools in this district 363 candidates, 250 of whom were successful. The increase of presentations over last year is only 28. This small increase is to some extent accounted for by the Established Church Practising School, from which 50 candidates appeared last year, having preferred to compete for the grants offered by the Edinburgh Burgh Committee on Secondary Education, for passes in the leaving certificate examination. I am not altogether surprised that the increase is comparatively small. A somewhat injudicious rush was made for them last year with, in some cases, disastrous results, which counselled caution and selection. It is satisfactory to find that there is a greater general distribution over the district. In Mr. Scougal's district the number is more than doubled, which he attributes to the encouragement given by the schemes of the

More general distribution.

Large increase in district No 3.

secondary education committees. Mr. Walker has not so many candidates as he could wish. Mr. Dunn thinks them of great value as encouraging longer continuance at school. Mr. King reports a slight increase and hopes for more when the requirements are better known. Of their value as the crown and completion of elementary education there can be but one opinion. From 13 of the Edinburgh Board Schools 166 candidates were presented, 115 of whom were successful. Subjoined are my colleagues' remarks.

Mr. Scougal:—

"Fourteen schools—six in Mid Lothian and eight in East Lothian—presented pupils for the merit certificate. The total number of candidates has been 90, as against 42 last year. This bears out the expectation of increase that I expressed last year. The Haddingtonshire County Committee offer special encouragement to schools that gain these certificates; and both the Mid Lothian County Committee and the Leith Burgh Committee make the holding of the merit certificate a condition of entering into competition for their 'school bursaries' under the former committee for all, under the latter for the most valuable of these bursaries. Increase in number of candidates.

"About 70 per cent. of the candidates for the merit certificate have been successful. This is practically the same proportion as were successful last year. But this year there has been decidedly better work in the elementary and class subjects; and consequently there have been fewer cases of hesitation as to the candidates' worthiness to receive the distinction of the merit certificate." Improved work.

Mr. Walker:—

"The merit certificate has been applied for in only 17 of the schools by 46 boys and 57 girls, and has been gained by 41 boys and 52 girls. The candidates are mostly from the larger schools that have a considerable class beyond the standards; but there is nothing to prevent any ex-VI. scholar, though he should be the only one in his school, from attempting to gain it. It may be that its advantages have not been sufficiently advertised, or that they are not sufficiently obvious. The ordinary teacher has been so long accustomed to payment for results, that unless there is a very tangible *quid pro quo* it is not easy to get him to act; and as, in the meantime, the certificate does not lead to anything else, scholars have no special inducement to go in for it."

Mr. Dunn:—

"I attach the greatest importance to the merit certificate, which may and which should become the goal to which these children should direct their energies. It is the tangible and concrete reward for their industry, it is a gratifying distinction, and it forms the appropriate completion of their school career. In this way, the ex-VI. pupils who in former days were, so to speak, the retired pensioners of the school, have been retained in active service."

Mr. King:—

"I have granted 49 merit certificates, which is an advance of 12 on last year. I expect that there will be a considerable further increase when the requirements are more fully understood. A good many certificates have been lost because ex-VI. pupils have been allowed to neglect their elementary work after passing Standard VI., or because, while well prepared in the third stage of a specific subject like agriculture or domestic economy, they have forgotten the work of the first and second stages. In some cases certificates were refused on account of the poor appearance made by the candidates in the class subjects."

Pupil-Teachers.

In view of the important changes, and to my mind improvements, proposed in the programme of pupil-teachers' training, the subject does not call for lengthened remarks except on the debateable question of

Question of central classes.

central classes. Under this head the following figures, which will I believe be found correct, are perhaps a useful contribution to its discussion. Glasgow and Leith are two districts in which the central system has been in operation. In Edinburgh and Govan it has not been tried. The results of the Queen's Scholarship examination may be taken as a fair measure of the comparative merits of the two systems. The per-centage of passes in the 1st and 2nd classes combined in 1894 are as follows:—

——	Boys.	Girls.
Edinburgh - - -	73	93
Govan - - - -	50	89
Glasgow - - - -	62	73
Leith - - - -	20	69

Results apparently inferior.

Further, there is a very noteworthy decline in the Glasgow results in four years. In Edinburgh the per-centage for four years has been steady, and the average per-centage is, boys 85·6, girls 89. There may be considerations unknown to me that modify or explain the apparent inferiority of the central system in Glasgow and Leith, but I think that the figures will be found correct.

Objections to them.

It is said that generally the headmasters of Glasgow schools dislike the central system on several grounds; among others that the pupil-teachers take less interest in their work as teachers, that there is a weakening of the tie between teacher and pupil-teacher, that in large central classes there is less individual superintendence and less interest felt by the teacher of a promiscuous class than by a teacher who is dealing with those associated with him in the work of his own school that the manners of pupil-teachers are not improved, and that their independence of headmasters and assistants sometimes takes objectionable forms.

A middle course possible.

These statements may or may not be correct, but they are on the face of them not improbable. Supposing them correct, probably a *via media* could be found whereby the best features of the two systems—for the central system has good features—could be retained, the headmaster being held responsible generally for the studies of the pupil-teacher, while in certain subjects the instruction might be supplemented by specially qualified teachers.

Mr. Dunn remarks:—

"The number of pupil-teachers remains almost stationary, there being 126 this year as compared with 123 last year. The female pupil-teachers continue to outnumber the males. Out of the 126, 54 obtained 60s.; 56, 40s.; [illegible] failed to obtain any premium. The number of failures has decreased as compared with the previous year. The failure subject was usually arithmetic. Both grammar and analysis of sentences demand increased attention. French, now taken by the females, has made a fairly satisfactory start. In Latin, translation from English is the least satisfactory feature of the papers. Sewing has greatly improved. It is gratifying to note that a large proportion of the female pupil-teachers are fair pianists, and are able to accompany the school songs. I hope the time will come when the possession of the merit certificate will be a condition of appointment to a pupil-teachership."

Evening Schools.

The impulse given to evening school work by the healthy and stimulating influence of the new Continuation School Code is still powerful, and a further increase in the number of schools has again to be recorded. Five new schools, three in the country and two in the city, have been opened. Against this, however, has to be placed the closing of two schools which were opened for the first time last year, thus leaving an increase of three to be added to the total number of schools in the district, which now stands at 31. Increase in schools.

Several important changes have been made in the organisation of the city schools. The number of weekly openings this session has been reduced from four to three, and the duration of each opening extended from an hour and a half to two hours. It was feared in some quarters that the attendance on the third night might be adversely affected by the break of an intervening night, but the apprehension has been groundless, and the remarkable regularity of attendance which has marked the past three years is still continued. It is the general experience also of teachers that progress is, if anything, steadier under the new regimen, and that many of the pupils make good use of the free night in home preparation. Changes in organisation.

Other points worthy of notice are the very liberal scale on which the board have staffed these schools, equipped them with suitable apparatus of all kinds, and remunerated the teachers. In addition to the head master there is a provision of one assistant teacher for every 25 pupils. Small classes, allowing for much individual work, thorough-going classification, and skilful teaching, thus secure very satisfactory progress. Increase of staff.

I have again visited a few of the schools which could not be satisfactorily overtaken by my assistants, but much the largest number have fallen to their share. What I have seen has been a source of interest and satisfaction. Speaking of only my own district and the visits I have paid, I have a clear conviction that evening schools are doing much good. The fear of loose work, which I thought might be the result of visits without notice having for their object not so much definite examination as general inspection, has not been verified. This is, I believe, due to the fact that in every school there has been a definite examination on several of the subjects taken up, and a general survey of the amount and efficiency of work done during the session. Doing much good.

Additional and not less satisfactory guarantees for genuine progress are to be found in the zeal and ability of the teachers and earnestness of the pupils. The former have almost without exception taken to the work not as a task but *con amore*, the latter have, as a rule, chosen to attend because of a felt necessity, and under the prompting of a desire to improve their position in the various lines of life in which they are engaged. Further, they have a wide variety in the choice of subjects, and it goes without saying that voluntary work is done better and more heartily than a compulsory task. Unless these conditions are satisfied, and in the day school most of them are not, visits without notice and definite examination must result in a lowering of the standard and an all-round slackening of the work. In several of the schools I found men of mature age, some of them married, who had attended the whole session with absolute regularity. Zeal of teachers and earnestness of pupils. Conditions of success not satisfied in day schools.

My colleagues in rural districts point out forcibly the difficulty of overtaking this additional work.

My colleagues have supplied me with the following remarks.

Mr. Crombie :—

Book-keeping and shorthand.

"Of the subjects taught book-keeping and shorthand are the most popular. In one or two instances specialists with a practical knowledge of these commercial subjects are employed, but, as a rule, they are taught, and very successfully, by the day school teachers. It is no uncommon occurrence to find old cheque books, actual bills, and promissory notes used to illustrate the instruction in the former, while in the latter many of the apter pupils are encouraged to work for Pitman's certificates, a few even obtaining the speed certificates.

Dressmaking.

"In the girls' schools dressmaking is very popular. The course of lessons embracee instruction in cutting out according to the scientific chart, and in the making of a dress to fit the pupil. Many girls at work with dressmakers and milliners attend this class.

Science.

"A course of scientific lessons is given in all the city schools. Various branches of elementary science are taken up, the chief being chemistry, electricity, light and heat, and mechanics. A very liberal supply of apparatus has been provided in each case, and every effort is made to secure scientific treatment. In one school for girls, where botany is taught, the subject has been abundantly illustrated by actual plants, optical lantern slides, and microscopic sections. Not the least encouraging sign is the evident interest in the work shown alike by teacher and pupil. It is, however, questionable how far the study of some of these branches, such as electricity, is profitable to classes of girls.

"Science is also taught in several of the country schools. A most successful elementary course of chemistry, including lessons on the destructive distillation of shale was given in one school, where the subject appealed to the practical side of many of the class who were employed in the adjoining oil-works.

Geography.

"Geography is taught in most of the city schools with the aid of the optical lantern. Large additions have been made to the slides for this purpose, and they are now very judiciously grouped according to countries and subjects.

Libraries.

"In several schools private reading is fostered by means of libraries which have been formed, in the first place, through the private enterprise of the teacher and the hearty co-operation of the pupils.

Interest in work.

"The pleasant relations between teachers and pupils, and the all-pervading interest in work, commented on last year, still continue, and the impression left after a visit is generally one of genuine pleasure at satisfactory work done under suitable conditions."

Mr. Gall :—

"As affording a wider choice of subjects and more time for teaching them, the recent radical changes in the Code for evening schools are a step in the right direction. Provided the selection is kept within due limits, so that the energies of the pupils are not weakened by being diffused over too many studies, the work done can be made more thorough and more likely to be a permanent possession than it was under the old regime.

"The schools I visited were pretty equally divided between the country and the city. The former call for no special remarks, except that there seems to be greater difficulty in keeping up the attendance than in town schools.

"I am glad to be able to speak in terms of hearty commendation of the manner in which the schools under the Edinburgh Board are conducted. The staff is ample and of excellent quality, and the relations between the teachers and their scholars are generally of the most cordial nature.

"As regards elementary subjects, the three R's are taken to a greater or less extent in all the schools. Reading is for the most part fluent and natural in style, and the subject-matter of the lessons is readily explained. The composition exercises are generally neatly written, and show some progress. Grammar is somewhat taught but both of these subjects might profitably be studied by a much larger number. Mental calculation receives its due share of attention, and in arithmetic generally I find that the *rationale* of the processes is very fairly understood.

Regular attendance encouraged.

"A noteworthy feature of these schools is the regularity of attendance which, in some cases, is almost phenomenal. This happy result is in large

measure secured by the policy of the board in giving certificates and prizes to the most deserving pupils and in returning the fees to those who make at least 75 per cent. of the possible attendances. But much credit must also be given to the teaching staff, who do their utmost to make the evening school as attractive as possible."

Mr. Scougal :—

"The evening continuation schools inspected in this district during the past session numbered 14. Of these six were under the Leith School Board, and five under the school board of Lasswade. Number of schools.

"Mr. Black has supplied me with the following remarks :—

"'In the various schools no fewer than 22 subjects have been taken up. In what was practically an experimental session half of the schools wisely confined themselves to a limited number of subjects: others—notably in Leith—provided a wide variety to meet the wishes and requirements of pupils drawn from the different classes of a town population. Variety of subjects taken up.

"'The total number of pupils actually seen at work in the course of various visits to the schools was 691 males and 188 females. It was quite exceptional to meet with a scholar under 12 years of age. But a large number of men over 21 years of age took advantage of the opportunity afforded them to revive or extend their knowledge; and these showed a keenness in their work that must have been gratifying to their teachers and of much benefit to themselves. Some of the schools, it is true, languished after the first few weeks, and were latterly reduced to insignificant numbers; but most of them retained a large proportion of their pupils to the end, and showed results that must give all interested much encouragement for the future.' Number and age of pupils.

"From only a first session's experience it is not possible to forecast what may eventually be the place and function of the evening continuation school as part of the educational machinery of the country. But, undoubtedly, very gratifying success has attended the new experiment as far as it has yet gone. This success has been mainly due to two causes; the zeal, ability, and tact of the teachers, and the earnestness and public spirit of the managers. In a few cases, however, I am sorry to say the managers have not done all that they might do, and ought to do, to strengthen the hands of the teachers. Those who undertake the hard and wearing work of evening school teaching deserve not only liberal remuneration but also encouragement and support by every other means in the managers' power. Success of this first session's experiment. Causes thereof.

"Judging from the applications already sent in this year, I expect that the evening school work in my district will next session be doubled. Prospective increase such as this forces consideration of the problem of what is to be done as to staff, both for the teaching and for the examining of evening schools. There must soon be evidence of serious and disastrous overstrain, if the same staff unaugmented, whether of teachers or of examiners, is, for several of the heaviest months of the year, to go on doing a full day's work and evening work too." Problem as to teaching and examining staffs.

Mr. Walker :—

"The new Continuation Code originated 34 evening schools, to which I had to pay 44 visits. The number present was 1,111 boys and 707 girls, 1,818 in all. The subjects of study were varied, the most common being reading, writing and composition, arithmetic, mensuration, shorthand, and book-keeping. In some cases there were large classes for cooking and sewing, while physical drill and gymnastics were favourites with the lads. There were classes, usually small, for Latin, French, and German, in some of the larger schools, and in some districts vocal music had many followers.

"The demand for elementary subjects showed only too clearly the evanescent character of the instruction given in many of our schools. In most cases they had entirely forgotten almost everything they had learned, especially in arithmetic, and it was obvious that the habit of reading and writing had not been kept up.

"In what may be called practical classes, those for cooking and laundry work, shorthand, typewriting, book-keeping, gymnastics, and music, much good work was being done.

"It is very doubtful whether the schools can be carried on under present conditions. It is certainly too much to expect a teacher to add two or three hours to his day's work, and it is altogether unreasonable that an inspector should add three or four hours to his. The average time required for the 44 visits in this district was 3 hours 26 minutes, and some of them took up twice that time. The railway was available for only a very few of them: most of the schools had to be reached by driving from 8 to 28 miles, night after night, in all weathers. An inspector who has been long in a district knows his men thoroughly, knows exactly what they can do in given circumstances, and comes to look on these periodic visits as something like a waste of time and money."

Mr. Barrie:—

Continuation schools.

"During the past year only four continuation evening schools were attempted, but there is promise of a considerable increase this year. Mr. Galloway, who visited the schools, reports that 'they seemed working with 'excellent heart, and showed a commendable amount of knowledge under 'examination.'"

Mr. Dunn:—

"My assistant, Mr. Smith, has furnished me with valuable information relative to the evening schools, which I may thus briefly summarise.

"The number of such schools examined was 34. The total number of pupils present was 1,670, of whom 1,281 were males, and 389 females.

"The schools, as a whole, were conducted in a very orderly and business-like manner, and no school was reported as inefficient. The ages of the pupils varied greatly. In not a few cases, married men of mature years sat on the same bench with young lads. Irregularity of attendance was to some extent obviated by the return of the fees to those who made a certain per-centage of the total number of possible attendances; and also by combining with the instruction a recreative element such as a musical evening or some similar entertainment.

"Mr. Smith adds that the subjects of instruction varied greatly, and he names about a dozen which were taught with on the whole gratifying success. He points out also that children who had left school after passing Standard V had forgotten much that they had learnt, while those who had been in VI. and ex-VI. had lost little, and rapidly made up, lee-way."

General Observations on School Age and Progress, Discipline, Drill.

Mr. Struthers:—

"The circumstance in connexion with the schools of the district which has impressed itself most strongly upon me during the past year, has been the decided rise in the age at which the lower standards especially are usually taken. It is a circumstance which has cost me much anxious thought, and I now make a point in the infant departments and junior standards of being furnished with a return of the ages of the children in each class *separately*. That return, I am bound to say, has not infrequently modified somewhat the otherwise extremely favourable estimate I had formed of the work of a class. The circumstance referred to has a most important bearing on every department of school work, and I have thought it well to study the whole question in the light of the excellent tables of statistics provided in the report of the Committee of the Edinburgh Board on school work. It may be worth while to set forth in detail some of the results and the conclusions to which they seem to me to point. I regret that I have not at command sufficiently complete statistics as to the other schools in the district, and I can only state my general impression that in these other schools the rise in age is not quite so marked.

"I do not think I can put the fact I allude to more forcibly than by stating that out of 3,626 children presented during the last year in Standard I. in the Edinburgh Board Schools 1,668, or 46 *per cent. of the whole, were over nine*

years of age. Of these, 648, or 18 per cent. of the whole, were over 10 years of age, and 230, or 6 per cent., over 11. This shows a decided rise from last year, when the number of children over nine years of age presented in Standard I. was 1,359, or 41 per cent. of the total number (3,323). If now we take the figures for 1889-90, the year before the introduction of the New Code, we have a measure of the change which has come about under the provisions of that Code. In that year, out of 2,352 children presented in Standard I. 380, or 16 per cent. only, were over nine years of age. This percentage I find was absolutely constant for several years previous.

"The change is in itself a sufficiently striking one, but let us now consider some of its probable consequences. Assuming that these children progress henceforth at the normal rate of a standard a year—and I do not find the cases in which more rapid progress is made at all numerous—the bulk of these children will not be presented in Standard V. till they are between 13 and 14, and a considerable proportion, viz., 18 per cent. of the whole, will only reach this stage when they are over 14. These latter, it is much to be feared, will disappear almost wholly from school before passing Standard V., and that is a sufficiently serious consideration. But what of the larger number who, in ordinary course, would only be presented in this standard between the ages of 13 and 14? Is it certain that these latter will continue at school till they have passed Standard V.? Is it not to be feared that parents of a certain class who have been accustomed to benefit by the labours of their children at an early age, *e.g.*, on passing Standard V. at 11, will resent the retention of their children in school till they are over 13, possibly nearer 14, and will find ways and means of evading the law? The enforcement of attendance by the school authorities is at any time a sufficiently tedious and difficult matter. Even at present the Edinburgh School Board, and I believe the Glasgow School Board also, find it expedient to effect a compromise in certain cases by substituting attendance at an evening school, for the legal half-time attendance at a day school. Is there not a danger that in face of any wide-spread withdrawal from school of the children in question (*i.e.*, those between 13 and 14 who have not passed Standard V.) the powers of school boards to enforce attendance might prove to be more nominal than real?

"I confess that I entered on this part of my inquiry with fear and trembling, but I am glad to say that the inferences to be drawn from the statistics already referred to, though not conclusive, are on the whole very reassuring. The 2,770 children between the ages of 12 and 13 in the board's schools last year are represented by 1,672 children between the ages of 13 and 14 this year. Roughly speaking, then, for various modifying considerations come into play, 1,098 children left school at this stage. But of the 2,770 children, 1,643 were presented in Standard V. or higher standards, and these are represented by only 619 children between 13 and 14 in Standards VI. and ex-VI. in the following year. It follows that of the 1,098 children who disappeared from school at this stage, 1,024 had probably been presented in Standard V. The margin of difference is not great, and it is to be inferred that practically all the children of 13 years who had *not* reached Standard V., continued their attendance at school. This is confirmed by the fact that the 573 children of 12 years of age in Standard IV., last year are represented by 501 children of 13 years of age in Standard V. this year. So far, at all events, this is a satisfactory result, and if the Board is as successful in future in securing attendance as they are at present, we may assume that the consequence of the rise of age, as regards those children who will, in natural course, reach Standard V. before the limit of school age, will be simply that a considerable number of children will continue longer at school, and not that they will leave school at a lower stage than they did before.

"But there is a large, I should perhaps say an alarming, number of children who are not in this position. The 269 children of 13 years of age in Standard IV. last year, are represented by only 85 of 14 years of age in Standard V. this year. The remainder, it is to be presumed, ceased attendance on reaching the limit of school age. That result may be regarded as typical of what will happen in the case of children who reach the limit of school age before being presented in Standard V. Now it has to be remembered that the full effects of the rise in age are not yet felt in Standard V. As a matter of fact there are this present

year in the Board's schools, 2,715 children, or *ten per cent of the total number on the roll*, who, assuming normal progress, and comparing age for standard, will reach the limit of school age before they are presented in Standard V. In the case of these children, of the great majority at all events, the result of the rise of age will be that they will leave school at a lower stage, nominally at least, than they did before.

"These, then, are the facts so far as they can be ascertained at present. What practical conclusions are to be drawn from them?

"First, as regards those children who at the normal rate of progress will be presented in V. between the ages of 13 and 14. In a few years, as I have shown, we may expect that about half the children in V. will be of this age at least. Now experience shows that Standard V. can be quite well taken by some children of 11, and that the requirements are certainly within the capacities of the average child of 12. Apart from other considerations, 12 may be looked upon as the proper age for passing this standard. But so long as the choice lies between passing Standard V. at this age and then leaving school, or delaying presentation for another year, there can be no doubt as to which course is the preferable one. On this point testimony is unanimous. Both the Edinburgh and the Glasgow Boards in their annual reports have continuously deplored the early age at which Standard V. is taken by many children, and the Edinburgh Board now finds the abatement in this respect matter for congratulation. I might quote from blue books many opinions to the same effect. The additional year at school would probably be a social gain even if no further progress was made. But there is also an educational gain in the opportunity given for fuller and broader treatment of the work at an age when the children are more capable of profiting by it. There can be no question that it is better that children should have a thorough and well-grounded knowledge of the work of V., than that they should make a hurried attempt to overtake the work of VI. The work of V. embraces within its scope ample material for exercising the intelligence of children of the age of 13, and it scarcely requires a generous interpretation to be put upon it to cover all that is really essential in the work of VI. In any case it may easily be made to represent a fairly complete elementary education.

"The rise of age for standard then, so far as it leads to presentation in V. between the ages of 13 and 14 is not matter for alarm, but rather on the whole for congratulation. It may become virtually equivalent in its effects to raising the exemption standard to VI., and may be made the means of securing more really efficient work than if the exemption standard were VI. in name. But there are two important qualifications: (1.) There must be a reasonable hope that the school authorities will be really able to secure the attendance at the day school of practically all children up to the age of 14 who have not passed Standard V. The policy pursued by both the Edinburgh and the Glasgow Boards of substituting evening school for day school attendance in the case of some of these children, is probably a necessary though unwelcome expedient, but any development of that policy will have to be most jealously watched. I am satisfied that the teachers of the special evening school in Edinburgh, for this class of children, do all that can possibly be done, but after all attendance at such an evening school is but a poor substitute for even half-time attendance at a day school. (2.) It is reasonable to expect that with the rise in age in the several standards the work done, though not going beyond the standard requirements, will be more intelligent and more thorough. That, indeed, is largely the case at present. In the average school, failures in V., as judged by the old standard, are tending to disappear altogether, and there is undoubtedly a distinct advance in intelligence and in the quality of the work done in such subjects as reading and arithmetic. So also in the junior standards. The work done in I., for example, is as a rule altogether different in quality from that required for a "pass" under the old Code and if the same standard were still applied, a very small amount of extra preparation would suffice to qualify the pupils for "passing" in Standard II. Their real knowledge of arithmetic, for instance, though nominally less advanced, would probably be found to be much more intelligent and effective. At the same time, care must be taken to see that even their nominal advancement is not unduly retarded, and in any case it is eminently reasonable in forming an estimate of the work of a class to take into account among other things the age of the children.

"But when the rise in age for standard delays presentation in V. till the children are over 14 the case is altogether different. If my calculations are correct, as I believe them to be, 10 per cent. of all the children in the Edinburgh Board Schools are now in this position. This is a circumstance which demands the instant consideration of all concerned, and ways and means must be found for reducing the proportion considerably. The number is of course largely made up of the backward and irregular children to be found in attendance at certain schools in the poorer quarters of the town. But it is precisely on this class that attention must be concentrated if we are to reap the full benefit of the system of compulsory education as a social force. I can imagine no more important duty of a School Board, than the securing that each individual child of this class, shall receive the best education of which it is capable. Among the 10 per cent. referred to there are scattered over the schools of the town a certain number of children who are mentally deficient. These children either float through the school, attached to some standard, or remain stationary in some junior standard alongside of children much younger than themselves. In either case they probably receive little special attention, and it is worth while considering whether they might not be gathered together from the different schools, and receive special instruction in classes much smaller than the usual. This plan has been adopted by the London Board, and apparently with such marked success, that some of the children, after a special course of instruction, can resume the work of their original school. The 10 per cent. includes also a number of children of vagrant parents over whom it is exceedingly difficult to exercise any effective control. But, setting both these classes aside, there remains a very large number of children of fair intelligence, whose school course might easily be made to approximate much more closely to the normal. On this point I have made particular inquiry in many schools, and I find that the reasons for the appearance of these children of abnormal age in the lower standards are twofold, viz.: The late age at which they enter school, combined with the fact that, as a rule, they are made to go through precisely the same curriculum and at the same rate of progress as those who entered school earlier. My observations on the first point are confirmed by the fact, that as against 1,141 children between the ages of five and six in the Edinburgh schools last year, there are 2,674 between the ages of six and seven this year. Apparently, then, 1,583 children entered school for the first time at the latter age. How many of these were nearer seven than six, I cannot of course say. Some deduction, probably small, falls to be made from this number on account of children who have previously attended other schools. Subject to a similar deduction, 385 children appear to have entered school for the first time between seven and eight. The Education Acts set forth that it is 'the duty of every parent to provide 'efficient elementary education for his children who are between the ages of '5 and 14," and it is presumably the duty of School Boards to see that this provision is enforced. I am aware that there is a considerable body of opinion in Scotland, in favour of delaying the beginning of school life till six. If it is open to an official to have any opinion on what is a matter of law I must confess to a certain sympathy with that feeling in the case of rural schools, but where well-equipped infant schools can be placed within easy reach of the homes of the children, it is desirable that a beginning of school life should be made, as a rule, before six. In this way progress in the junior classes may be more leisurely, and opportunity is given for laying a better foundation for the work of the senior classes, and as a rule, the work of the infant schools is now of such a character as to be in many respects more attractive to the average child than home. But whether attendance is to be enforced between five or six or not, it is at all events imperative that there should be sufficient accommodation of a proper kind for all children of that age, whose parents choose to send them. In certain quarters of the city, that is scarcely the case at present. The children admitted to certain schools are largely over six, not because there is any lack of applicants under six, but because the older children, as is reasonable, are taken first, and the vacant places left for the younger children are not at all adequate to the number of applicants. To put it broadly, there is such a deficiency of *infant* school accommodation, in certain quarters of the city particularly, that the Board, so far from being able to enforce attendance between five and six, *are not even in a position to encourage it*. Even in the case of children over six I can well believe that the efforts of the attendance

officers to secure regular attendance—an indispensable condition of regular progress—must be greatly hampered by the knowledge that any special exertions on their part are likely to result in overcrowding of the infant departments. This deficiency of infant school accommodation is in course of being remedied, but I am not sure that even yet the proposals of the Board go far enough.

"The other cause of insufficient progress for age is intimately connected with the foregoing. It is, that though so many more children enter school for the first time between six and seven than between five and six, the curriculum of all the infant schools is really adapted for the latter class only. It extends as a rule over three years, a year as 'junior infants,' a year as 'senior infants,' and a year as Standard I. Individual children make more rapid progress, but, so far as I have observed, no *class* passes through the infant department in less than three years. This curriculum in the case of children who enter school between five and six is an entirely reasonable one. For my own part I think it difficult to overestimate the value of the special training for which opportunity is thus given. I think it highly desirable that in towns at all events, as nearly as possible all children should enter school at an age when they may benefit by the full infant school curriculum. But the fact remains that at present considerably more than half the children do not do so, and for these children, much as I regret it, the regular infant school curriculum must be abridged and curtailed. Children who enter school between six and seven, should not as a rule remain more than two years in the infant department, including Standard I., and in their case the teaching must be correspondingly, I do not say even then exclusively, concentrated upon the three R's. Setting aside the case of children who are physically or mentally weak, for whose instruction special provision might, as I have said, be made, all children should reach the stage of presentation in Standard I. between the ages of eight and nine at the latest, and their instruction up to this point must be arranged accordingly. This will necessitate organisation on a double basis in the infant schools, in itself a thing to be avoided, and will prevent these schools from completely fulfilling their functions as regards very many of the children. It is at best but a make-shift arrangement, and the real remedy lies (1) in the provision of ample infant school accommodation and (2) in the encouragement, if not the enforcement, of attendance between the ages of five and six.

"Another expedient which would help to bring the children more into line with the requirements for their age would be the more frequent practice of half-yearly 'removes' in the junior standards. There is no reason, except, perhaps, occasionally the interests of individual teachers, why changes of classes should only be made after inspection. I have in view especially many instances where the higher division of Standard I. was in a position to overtake very fully the work of Standard II. within half a year, and most of these children might very well be then advanced to Standard III., even though they did not quite overtake all the work of that standard before inspection."

Mr. Dunn:—

Discipline.

"It may be said generally that the tone of the schools is much superior to the more formal and mechanical elements of discipline. During oral or written work the children as a rule behave with exemplary propriety; but at the dismissal of classes or during some drill in the process of examination they are apt to lapse into free and easy ways, and to chat with one another. I may say that the discipline of the schools in Fife stands very high. The [illegible] improvement in the manners of the children is very marked. In only a few schools, however, are the boys trained to salute their teachers by raising their caps in token of respect, as all boys do in secondary schools.

"In the best schools corporal punishment is rarely inflicted and is reserved for moral offences; but I have reason to believe that in too many instances this form of punishment is employed for the correction of delinquencies which may be met by much more appropriate and effective expedients.

"When a visit without notice is made one sometimes sees the teacher—not unfrequently the female teacher—moving about with the [illegible] of his or her hand, or placed conspicuously upon the desk or table. Every teacher on reflection must feel how ignoble this is, and in the case of female teachers, how unfeminine."

Cookery and Manual Instruction.

All the schools under the Edinburgh Board except two are now fitted up with cooking rooms. The number of girls who made the attendances required for earning a grant was 2,153, and of these 1,839 were present at the annual inspection. Cookery.

Systematic instruction in woodwork has been given during the year in seven of the Edinburgh Board Schools. Of the 21 candidates who presented themselves for the first year's manual training examination, 3 obtained first class and 10 senior class certificates. Other four schools are to be provided with workshops. My colleagues remark on this head. Woodwork.

Mr. King :—

"Cooking is taught to day pupils in Hawick, Galashiels and Melrose. In Hawick a special teacher goes from school to school taking her apparatus with her. In Galashiels the children are sent from each school, according to a time-table, to the new Roxburgh Street School, where a room has been fitted up for the purpose on the top flat. They also are taught by a special teacher. In Melrose there is only one school, and the duty is undertaken by the lady teachers, who are qualified. I have seen something, but from lack of time, not so much as I should have desired, of the teaching of cookery in these three places, and it seemed to me to be practical and sensible. I believe, however, that the instruction is of much more permanent value when it is given to the girls in evening continuation schools. There were successful evening cooking classes last year at Peebles and Hawick; and similar classes are now in operation in Selkirk (Landward parish), Hawick, and Innerleithen." Cookery.

Mr. Walker :—

"The use of physical exercises, with or without dumbbells, barbells, hoops, skipping ropes, and other adjuncts, is steadily extending, and may be said to prevail in all the larger schools. The only reason for its comparative infrequency in the smaller schools is probably want of time. A teacher single handed, as many in this district with its small rural schools are, who has to drill infants, six standards, and one or two beyond the standards, in elementary work, and who foolishly undertakes in addition three class subjects, and two, three, or four specific subjects, cannot have any time or energy left for what he may consider new-fangled and merely ornamental work. Drill.

"In every school, however, there should be time found for drill in ordinary school movements such as changing classes, entering or leaving the room, putting away slates, copies, &c. As it may be all done by signal, there need not be much exertion on the part of the teacher, and he would find his own comfort and the habits of the scholars very much improved.

"Kindergarten work is practised in most of the the large schools and in a few of the smaller ones, and adds a pleasing variety to the occupations of the infants, and a harmless if not very useful means of keeping them employed."

Music.

I think it my duty to repeat a suggestion which I made four years ago about the teaching of music being confined in the juvenile departments of the Edinburgh Board Schools to the visiting masters. The suggestion seems either not to have been adopted at all, or so partially and temporarily, that the condition of matters is now what it was then; viz., that, except in the infant departments, the ordinary staff, four-fifths of whom leave the training colleges competently instructed in both theory and practice, have absolutely no share in this part of school work, and that every pupil receives musical instruction only once a week, and for an hour at a time. To this there are three objections, (1) that once a week is too seldom, (2) that for all but the highest classes an hour at a time is too long, and (3) that one of the main

functions of music as a part of schoolwork, viz., its recreative and brightening influence, is entirely lost sight of.

I do not suggest the discontinuance of visiting masters. I do suggest that the Edinburgh Board should do what I have the highest authority for saying is done in every other considerable town and city in Great Britain, utilise both as a contribution to musical instruction, and as a recreation, the skill of the ordinary staff, on which much time and money are spent in the training colleges. I have the same authority for saying that this can be done without the slightest injury, and even with advantage, to the special functions of the visiting masters.

Deaf Mute and Blind Schools.

Of the two schools—one of each class—in Edinburgh, I have only to repeat my remarks of last year. They are conducted by teachers who know their work thoroughly, and, what is of not less importance, have full sympathy with the unfortunate children under their charge.

School Libraries and Museums.

I am glad to report a further increase, in both town and country, of the number of these most useful appendages to schools. "Where there's a will there's a way" is well illustrated by the various methods in which beginnings in these directions have been made. The Edinburgh Board acting on the sound principle of helping those who help themselves give money grants in supplement of efforts made by the teachers and pupils.

Mr. Scougal:—

Encouraging success in Leith.

"Limits of space forbid any extended remarks on school libraries and museums, but it may be interesting and encouraging to managers and teachers elsewhere if I can give here one or two extracts from the most informing of the reports sent to me.

Libraries.

"One headmaster says:—'I have pleasure in reporting that the library 'here has been an unqualified success. There are now about 270 volumes 'on hand, and we are just getting quotations of prices for another supply of 'about 100 volumes. The library is open to the scholars of the two higher 'standards, as also to the pupils of the evening school here; and all show 'an eager interest in the books.'

"Another reports:—'The school library is duly appreciated . . . . Since 'the start we have received contributions of magazines from the outside '. . . . The library is a boon. The children appear more robust in thought, 'and have readier expression; the result, no doubt, of varied and extended 'reading free from the name of lessons.'

"A third reports:—'The library books have been given to the children in 'Standard VI. The pupils have eagerly taken advantage of the privilege. 'The perusal of the books has widened their acquaintance with literature, 'sharpened their intelligence, and, I trust, implanted a desire for reading after 'they have left school. The books on travel have stimulated a healthy interest 'in the geography lessons.'

Museums.

"In regard to the school museum a fourth headmaster reports:—'The 'museum has proved a mine of wealth to the teachers, and a great saving 'in outlay, as a number of lessons in science, &c., are given from the articles 'contained in it. It has been a great expense and labour getting it together, 'but it is worth it all.'

"And a fifth says:—'Regarding the museum, I have to state that the cases 'are completely furnished with specimens illustrating several of the cereals 'and other plants used for food and clothing; also articles of common use 'in their several stages of manufacture. These are found essential towards 'the successful teaching of object lessons in the lower standards.'

"In two other reports I find the following suggestive notes:—'The contents of the museum are increasing, many contributions being from the pupils themselves.' . . . . 'The infant mistress takes much interest in the museum of the infant department.'"

I have much pleasure in repeating my complete satisfaction with the loyal co-operation of all the members of my staff in the work of the year.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TABLE I.—Specific Subjects

No. of District.		No. 1. (Dr. Kerr.)					No. 2. (Mr. Scougal.)					No. 3. (Mr. King.)				
No.	Name of Subject.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.
		1.	2.	3.	Total.		1.	2.	3.	Total.		1.	2.	3.	Total.	
1	Mathematics	685	230	53	969	92·3	348	108	16	472	87·3	137	28	8	173	83·2
2	Latin	403	135	40	578	80·4	126	48	13	187	78·6	104	53	19	176	83·5
3	Greek	—	—	1	1	100·	—	—	—	—	—	1	—	—	1	100·
4	French	700	274	155	1,129	85·2	264	86	13	363	84·8	203	75	16	294	87·1
5	German	85	32	5	122	89·3	71	17	—	88	82·9	25	1	2	28	92·8
6	Agriculture	1	1	—	2	100·	64	4	60	128	71·1	89	16	18	123	87·8
7	Domestic Economy	599	387	330	1,316	92·2	340	304	135	785	84·6	148	102	93	343	89·7
8	Animal Physiology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9	Light and Heat	11	16	—	27	92·5	—	—	—	—	—	—	—	—	—	—
10	Magnetism and Electricity	33	13	14	60	88·3	38	—	—	38	31·6	—	—	—	—	—
11	Chemistry	45	34	8	87	49·4	—	—	—	—	—	—	—	—	—	—
12	Book-keeping	95	5	3	103	96·1	51	—	—	51	96·0	36	37	—	73	90·4
13	Botany	31	14	0	45	71·1	—	—	—	—	—	25	15	11	51	93·1
14	Shorthand	108	38	—	146	89·0	20	—	—	29	100·	10	1	—	11	72·7
15	Wood Art	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16	Physiology and Ambulance	—	—	—	—	—	10	1	—	11	81·8	—	—	—	—	—
17	Navigation	—	—	—	—	—	2	1	—	3	33·3	—	—	—	—	—
18	Mensuration	—	—	—	—	—	—	—	—	—	—	3	—	—	3	66·7
	Totals 1894	2,799	1,289	615	4,703	85·8	1,339	569	237	2,145	83·3	781	328	167	1,276	87·4
	Corresponding Totals 1893	2,621	1,146	577	4,254	86·5	1,207	375	210	1,792	78·3	882	304	187	1,373	79·8

TABLE I.—Specific Subjects—*continued.*

No. of District.		No. 4. (Mr. Barrie.)					No. 5. (Mr. Dunn.)					No. 6. (Mr. Walker.)				
No.	Name of Subject.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.	Number presented in Stages				Per-centage passed.
		1.	2.	3.	Total.		1.	2.	3.	Total.		1.	2.	3.	Total.	
1	Mathematics	196	92	40	328	93·2	357	100	22	479	82·9	216	95	16	327	85·6
2	Latin	199	69	32	300	89·3	395	132	26	553	82·3	165	39	14	218	78·8
3	Greek	2	—	—	2	100·	2	3	1	6	100·	4	2	1	7	100·
4	French	306	155	49	510	91·3	390	135	42	567	88·3	252	126	33	411	79·5
5	German	14	11	4	29	96·5	5	7	7	19	100·	35	4	7	46	97·8
6	Agriculture	567	255	289	1,111	93·3	29	—	1	30	83·3	124	95	46	265	90·5
7	Domestic Economy	449	390	298	1,137	91·5	376	216	124	716	82·0	324	288	211	823	85·4
8	Animal Physiology	32	12	28	72	100·	—	—	—	—	—	—	—	—	—	—
9	Light and Heat	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
10	Magnetism and Electricity	—	—	—	—	—	24	—	—	24	100·	—	—	—	—	—
11	Chemistry	24	5	1	30	100·	—	—	—	—	—	—	—	—	—	—
12	Book-keeping	55	17	4	76	96·0	—	—	—	—	—	6	4	—	10	100·
13	Botany	—	—	—	—	—	—	—	—	—	—	19	7	1	27	96·3
14	Shorthand	11	5	5	21	100·	10	3	—	13	100·	35	28	—	63	88·8
15	Wool, &c.	48	29	17	94	97·9	—	—	—	—	—	—	—	—	—	—
16	Physiology and Ambulance	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17	Navigation	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
18	Mensuration	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Totals, 1894	1,903	1,040	767	3,710	92·6	1,588	596	223	2,407	84·2	1,180	688	329	2,197	84·9
	Corresponding totals, 1893	1,721	1,004	670	3,395	90·8	1,537	468	150	2,155	85·1	1,328	425	379	2,132	84·6

SUMMARIES FOR DIVISION.

Class Subjects.

Class Subject.	Number of Departments.				Approximate Percentage of Number of Departments.		
	Paid at			Total No. examined.	Paid at		
	2*s.*	1*s.*	0.		2*s.*	1*s.*	0.
English - - - -	694	135	8	837	82·9	16·1	1·0
Geography - - - -	742	83	5	830	89·4	10·1	0·6
History - - - -	459	62	4	525	87·4	11·8	0·8
Elementary science - - -	54	5	—	59	91·5	8·5	—
Needlework - - - -	156	5	—	161	96·9	3·1	—

Summary of Results under 19 A., B 1, and E.

—	—	Approximate Percentage of whole.
Organisation and discipline:—		
Number of departments inspected - - - -	1,006	—
„ „ classed excellent - - -	889	88·3
„ „ „ good - - - -	114	11·3
„ „ „ below good - - -	3	·3
Singing:—		
Number of departments paid at 1*s.* - - - -	807	80·3
„ „ „ 6*d.* - - - -	170	16·9
„ „ receiving no grant - - -	28	2·7
Children under Standard III.:—		
Number of departments classed excellent - - -	281	27·8
„ „ „ good - - - -	674	66·7
„ „ „ fair - - - -	55	5·4
„ „ „ below fair - - -	1	·1
Children over Standard III.:—		
Number of departments classed excellent - - -	127	15·5
„ „ „ good - - - -	604	73·7
„ „ „ fair - - - -	88	10·7
„ „ „ below fair - - -	—	—
Pupil-teachers:—		
Number of pupil-teachers classed good - - - -	325	43·6
„ „ „ fair - - - -	329	44·1
„ „ „ below fair - - -	91	12·2

EDUCATION (SCOTLAND).

WESTERN DIVISION.

GENERAL REPORT FOR THE YEAR 1894,

BY

R. OGILVIE, Esq., M.A., LL.D.,

ONE OF HER MAJESTY'S CHIEF INSPECTORS.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

And to be purchased, either directly or through any Bookseller, from
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1895.

[C.—7761.–II.]

GENERAL REPORT, *for the Year* 1894, *by* R. OGILVIE, ESQ., M.A., LL.D., *one of Her Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION OF SCOTLAND.

MY LORDS,

I HAVE the honour to present to your Lordships a report of the schools inspected by myself and my colleagues in the Western Division of Scotland.

The limits of the division and the staff of inspectors and assistants remain the same. There has been, as usual, an appreciable rise in the average attendance and a corresponding enlargement of accommodation. In addition to sustained efficiency in elementary work considerable activity has been shown in the direction of secondary and technical subjects. The operation of the equivalent grant, while materially contributing towards the general diffusion of advanced instruction, has served to strengthen the *nexus* between different grades of schools. In some cases the subsidy available from this grant has been utilized in raising the upper departments of superior elementary schools to the rank of higher class schools. Notable instances of schools dealt with in this way are:—Garnethill (Glasgow), Hillhead (Govan), and Kilmarnock Academy.

SUPPLY.

The supply of accommodation keeps fairly approximate pace with the demand. Growing towns are steadily adding new schools and enlargements of existing schools are in most cases readily made as necessity arises. Supply naturally follows rather than anticipates demand, and in centres of rapid growth there are always deficiencies which have to be provided for in the first instance by means of halls and other temporary expedients. Maryhill and Springburn Boards have for some time been pressing for fusion with the Glasgow Board, and in hopes of annexation have allowed supply of a permanent character to fall materially short of the increasing demand.

Along with the progressive increase in the amount of school provision there is year by year a corresponding advance in comfort and suitability. The newer town schools are comparatively uniform in architectural design, and boards are feeling their way towards improved methods of ventilation and heating.

The enterprise of the Glasgow Board furnishes, as usual, a praiseworthy record of work completed or in progress. The following extracts from the property committee's latest returns show in detail what has been achieved or taken in hand during the year:—

"During the year one new school has been completed and opened, viz., Adelphi Terrace School, giving accommodation for 1,321 scholars; and additions to Abbotsford and Springfield Schools, giving accommodation for 731 and 731 respectively, have been opened.

"The new schools at Newlands and St. James's are in a forward state; and so is the addition to Woodside School, and the workshop and gymnasium at Whitehill School. The enlargement of the playground and necessary connections at Rumford Street School are nearly completed, and the same at Bishop Street School are being proceeded with.

"The board have decided to erect schools at Rosemount, Alexandra Parade, and Barony Street (this last to replace the present Martyrs' school); also to make additions to St. George's Road and Keppochhill Schools.

"The temporary school has been removed from Rutherglen Road to ground adjoining the Alexandra Parade site, to provide accommodation in that locality until the present school shall be ready for occupation.

"Small plots of ground adjoining Finnieston and Adelphi Terrace Schools have been acquired for the purpose of extending the playgrounds or of altering or adding to the school buildings.

"Sites have been acquired at Willowbank and at Firpark Street for the erection of schools later on."

Catholic managers, who have to depend for the sinews of war upon private benefactions, are everywhere showing praiseworthy activity in extending and improving accommodation. Springburn Catholic School has been materially enlarged and remodelled in accordance with the most approved principles of school keeping. St. Andrew's Catholic School has undergone a thorough overhaul, and is now brought, so far as alteration was practicable, into line with modern requirements. An important addition has been made to Maryhill Catholic School, and Lambhill Catholic School in the same district has been considerably improved. Specially deserving of notice in the rural portion of my district is the handsome new Catholic school now approaching completion at Kirkintilloch.

Mr. Jolly :—

Continued growth of Govan and Dumbartonshire.

"This district still maintains, in spite of bad trade and trying times, its extraordinary rate of increase in population, especially in Govan, and it takes the school boards and managers along the Clyde all their time to keep pace with the demands made on them for school supply. New premises continue to be erected in different parts; the last being an immense and admirably appointed school in Lorne Street, Govan, with the very latest improvements in educational appliances, including a splendid swimming bath for the use of the schools of the neighbourhood, and showing, at the first inspection, an attendance of above 1,650, and work worthy of the place.

"Other schools of similar size are in process of building, a scholastic palace at Strathbungo being soon to be opened, as well as another in Partick. These premises and their fittings are astonishing and gratifying proofs of the remarkable growth of public sentiment and enlightened liberality in regard to educational questions since the passing of the great Act of 1872."

Dr. Smith :—

"I thought last year that I should have to record comparatively little increase in school supply during the ensuing twelve months. The event has proved otherwise. In spite of industrial troubles, the population and with it the demand for school accommodation has increased considerably. This is partly due to the new development of secondary education, which has everywhere compelled attention to the possibilities and defects of existing schools, but apart from that, there has been in my district a steady increase in the needs of the population. Thus within one parish (Old Monkland) a large school has just been opened at Coatdyke and another is in course of building at Langloan. At Langloan also has been erected a new Catholic school provided with a well-equipped secondary department. The new school at Wishaw, under the Cambusnethan Board, has also been built with a special view to the needs of pupils who remain for higher education, and promises to be one of the best schools—probably the best—in the district in respect of building and arrangement. I am sorry to chronicle one case in which a school board is slow to fulfil its manifest duty. In Bothwell parish the overcrowding in Bellshill School goes on and intensifies, yet no attempt has yet been made to relieve it. This is, however, a matter which must be seen to, and that speedily, as this part of the parish is daily increasing in population and importance. In the denser parts of the district many boards are much handicapped by the old schools which were handed over to them when the Education Act was passed. It was thought that boards were fortunate in getting them for nothing; but excepting where they have been fortunate enough to sell them, the gifts have

proved costly to the recipients. The furniture is mostly out-of-date and in bad condition, and the buildings themselves inconvenient and unadaptable. In the rural parts these inconveniences have not been so severely felt, for there the population is, very generally, decreasing, and a new arrangement of classes will generally prevent over-crowding. But in the industrial centres the pressure and inconvenience make themselves constantly felt, and the question arises, whether it is better to build new schools or improve the old. A short-sighted economy often prescribes the latter course, which proves the most expensive in the end. There are constant repairs and constant additions, while education and health must suffer from the imperfect isolation of the various classes, and the lack of modern conveniences in ventilation, sanitation, desks and equipment."

Mr. Bathgate:—

"During the year the following new buildings have been opened in Glasgow in my district:—A permanent school in Adelphi Terrace for 1,377 scholars; an addition to Springfield School for 776 scholars; and an addition to Abbotsford School for 776 scholars. I believe that no further addition to the school supply in any part of the district is contemplated. The school in Adelphi Terrace is one of the finest erected by the board, and the arrangements, especially those for ventilation, are very instructive.

Mechanical heating and ventilation.

"The most novel and interesting feature in the schools recently erected by the Glasgow Board is the system of ventilation and heating, known as the Plenum system by mechanical propulsion, or as Kay's patent. This system was pretty fully described two years ago in the General Report for the Western Division. It has now been introduced into three large schools, and two additions in my district, and as I have for the first time had the opportunity of testing its operation by means of a prolonged visit of three or four days, I may state the impression that I received of it. In all cases except one the system seemed to regulate the heat very efficiently, securing a temperature of 55° to 61°. The exception was the smallest of the additions, where the openings for admission and exit of the air seemed rather small, and where the engine was not constantly working, so that no objection can be founded on this case, although the air in summer was not sufficiently cooled.

"I do not feel so confident as to the results of the ventilation. In the first of the schools visited the ventilation seemed inadequate, and the air was close and heavy. This was due, I believe, to the fact that the apertures for admission and exit were too small, and that the forcing power of the engine was insufficient. In the second school visited the apertures were larger, the propulsion was more powerful, and the air seemed to be fresh during the whole day. In the third the ventilation seemed good in most of the rooms, but defective in one or two. The fourth case seemed fairly satisfactory, and of the fifth I have already spoken.

"The success of the system seems very considerable. I am not sure that the position of the openings in some rooms secures a current in all parts of the rooms. Moreover, it is admitted that when gas is burning there is a difficulty in carrying the fumes downward to the floor. This is counteracted by an exit opening near the ceiling, but it is a question whether the second opening does not interfere with the first. But I must admit that in one school the air at night seemed very fresh. Any deficiency of propulsion materially interferes with the working of the system, and no relief can be got by opening windows as this destroys the artificial circulation altogether.

"The theoretical objections to the method have some apparent force. The pure warm air which is admitted at openings half-way up the walls rises to the ceiling, crosses the room, and is then driven downward to the exits near the floor. In its downward course it must blow on the heads of the scholars, and as these often sit on graded levels, impurities coming from the higher benches are driven upon the lower benches. Moreover, the natural upward current of the breath of the scholars must raise impure air a certain distance, and this impure air is again driven down to the level of the heads of the scholars. No doubt, when the propulsion of air is strong, the natural upward current may be reduced to a minimum, and impurities in their downward course will be

hurried past the occupants of the room. But I do not feel satisfied that all danger is avoided, and if anything occurs to interfere with the perfect action of the engine there is no natural ventilation to fall back on.

"A system theoretically and practically perfect seems still to be a desideratum. Such a system should, if possible, co-operate with the natural circulation instead of coercing it. This, I think, would be found in a mechanical extraction of impure air from the ceiling combined with the admission of pure and warm air in corresponding quantities at various points near the floor. In such a method difficulties might occur in adjusting the supply to the exhaust, and in regulating the supply of cool air so as to prevent draughts near the floor. But I cannot help thinking that the ultimate solution of the problem lies in this direction."

Mr. Waddell:—

Supply.

"Last year I spoke of what was being done in Muiravonside parish, and I have repeatedly mentioned operations in Falkirk. Both these parishes are again engaged in extending their premises. In the case of Falkirk it is to be regretted that the boards never have had a favourable opportunity—such a one, for example, as occurred at Larbert—of erecting a commodious school *de novo*, with all the completeness which a well-arranged plan can secure. The existing buildings, while neither large enough nor good enough for the growing wants of the place, have always been too good to be absolutely abandoned, and in consequence the Falkirk school supply is rather injured by its somewhat patched and irregular character. In Larbert parish the original plan for rebuilding the village school is now being efficiently completed, and the result, which will double the accommodation, promises to be very satisfactory. Clackmannan and Denny are both at the stage of obtaining sanction for plans which, when carried out, will greatly enlarge and improve existing supply. At Grangemouth an extremely fine new structure is approaching completion. The public schools of Alva and Tillicoultry are both receiving additions which are required in part by the demands of higher education in the county of Clackmannan. In Kilsyth extensive additions and improvements have been made at the academy, but the question of accommodation there is apparently not yet settled. The pretty new buildings at Doune and Glendevon are now in use with much advantage to the respective neighbourhoods. Although the new school in Alloa has been mentioned here already, it would be ungracious not to allude to it once more now that it is opened. A handsomer or more suitable edifice could not be found outside of the great urban centres."

Mr. Boyd:—

"The only important addition to the school supply of Renfrewshire is the new Shawlands Academy, erected by the school board of Eastwood, and opened by the Secretary of the Department in September. It was built for close on 700 scholars, yet there is every indication that it will very soon be found too small. This and other parishes into which the suburbs of Glasgow have extended are steadily increasing in population, and another result of this increase is the resolution of the Cathcart Board to build a large school at Mount Florida.

"Extensive additions are being made to the accommodation at Johnstone, which, when completed, will involve some re-organisation of school work in the town.

"Owing to difficulties regarding a suitable site the school board of Greenock have not made much progress in the matter of the projected new school referred to in last year's report. At Paisley the accommodation cannot be yet said to be abreast of the requirements, while some of it is of an unsatisfactory character. The new grammar school will in a year or two set free the present grammar school buildings for ordinary school purposes, but that does not meet present needs, while the increase of the population has to be kept in view.

"In Argyllshire, except as regards a few of the towns, the population is diminishing, and the problems affecting supply are consequently sometimes of a different character. Occasionally the attendance at a school becomes so

small that it is a question whether or not it should be continued. The school at Port Charlotte in Islay has recently been enlarged and greatly improved. The grammar school at Dunoon is being enlarged, chiefly in the interests of higher education. At Oban arrangements have been made to extend and improve the infant department, but nothing seems to have been yet done as regards the senior school. A school has been opened at Cullipool by the school board of Kilbrandon and Kilchattan, and one is to be started at Carnbaan, on the Glassary side of the Crinan Canal.

"In comparing the list of schools in this district, as its boundaries at present stand, with that, taking the same area, when I came to it nearly 20 years ago, one or two interesting points appear. In Renfrewshire, where the accommodation and attendance have greatly increased, 41 schools have been added to the number then existing, while no fewer than 47 have been discontinued. These were found chiefly in the towns, where the school boards had to avail themselves temporarily of such premises as could be obtained. One has only to recall the appearance and equipment of even the best of these schools to realise how great an advance has been made in so comparatively short a period. In Argyll (including the small portion of Inverness-shire now in my district), where the school boards were necessarily slower in completing their supply after 1872, the list of schools under inspection has been increased by 77, while only 36 have been dropped or superseded.

"The total number of schools and separate departments examined during the year ending 31st September was 342 as against 329 for the previous year. The increase is chiefly in infant departments and in small schools under Article 19 D. (*a*) of the Code.

"It may be added that of the Argyllshire schools no fewer than 83 have an average attendance of 40 or under; and of these, 36 have an average not exceeding 20. Not a few of the smallest are in the less accessible islands or in remote parts of the mainland, and their inspection occupies, of necessity, a good deal of time. This, taken along with the number of schools under Art. 19 D (*a*), some of which have to be visited owing to the extreme difficulty of bringing the children to the principal schools, shows how little relation mere numbers have to the actual work of inspection."

Mr. Marshall:—

"There has been one new school put on the list—Kilbirnie Roman Catholic.

"The Dundonald Board are building a new school in the village, which is much needed, as the old school is fit only for a reading room or a club. The Skelmorlie Board are adding a new department; at present there are only two good rooms, and the small rooms can be utilized for cookery lessons or lavatory. Saltcoats public school has received a suitable addition, and a similar one is much needed in the Ardrossan public school. Dalry West End needs a room for the 1st or 2nd Standards, as the infant school is taught without any subdivision, which gives no solid organisation. The Kilmarnock Burgh Board have secured land, and are proposing to build a purely middle class school; in that case the Academy will become available for ordinary school supply. Two schools under this board—Wellington Street and West Netherton—are still insufficient for permanent accommodation. In Murkirk the Furnace Road public school needs subdivision in the infant department; indeed, another class-room would be better, for the infant school needs three sections, as the 1st Standard is grouped with it. The infant room in the public school is also insufficient; but there the board propose to throw in the room on the north side. The Ayr Burgh school supply is not more than sufficient. The schools in Newton and Wallacetown are full, and Lady Jane Hamilton's is the only one on the south side that has many vacant places. Smith's Institution is not crowded, but then its situation is not so attractive as to induce parents to send their children there. Lady Jane Hamilton's should be made a free school, if the board do not intend to enlarge some of the other schools. Newton Academy needs a new infant department of two or three rooms. Wallacetown has only one room for infants, which gives the teacher no chance; still, there is no room in that school for adequate enlargement. Mauchline public school is now suffering from the want of suitable infant class-rooms. The old parish school was disposed of, and its want is now felt. Another

room is much needed, both for the infants and also for the 3rd Standard. The Irvine Burgh Board, by enlarging London Street and Bank Street schools, have substantially improved the school accommodation. In particular, London Street school has been changed so much during the last few years that it may almost be regarded as a new school. A new school has taken the place of the old one in Newmilns, as the old one had to be pulled down to clear the line of the Darvel Railway. It contains eight rooms, and stands on an elevated site. The Darvel school should receive some improvement; there are nominally three departments, but there are only two suitable rooms. The two others are fit only for serving or cookery rooms. The Cross Roads School (Riccarton) has been improved by a new class-room, which is just small enough; and a gymnasium has been added, but not quite equipped. The Barleith school is now only an infant school, which has very materially simplified the organisation. The school accommodation in Beith is, perhaps, less satisfactory than in any other place of the same importance in North Ayr. The first board made the fatal error of enlarging the old parish school, which is built on a site which should have precluded future enlargement. Four new class rooms were added, and one of these has been sub-divided. The junior school is conducted in a separate building, and there infants I. and II. are taught in four rooms. The 4th is taught in the old parish school, and, indeed, without any sub-division. The school, however, is overcrowded, and at present a temporary hall is utilized. In the upper school extension seems impossible. The erection of a second story is, no doubt, practicable but very undesirable, for the proximity of the teacher's house and the church as well as the steep shelving character of the ground, allow no scope for substantial changes. Indeed, the ground is so limited and broken up that a good set of playgrounds is not to be got. The Dreghorn Public School has been reorganized, and in the infant and 1st Standard rooms the lighting and ventilation have been improved. New pits have been opened in the district, which will render more accommodation necessary. Indeed, at present another department is much desiderated in the interest of the pupils and teachers. There are no corridors, no cloak-rooms, no lavatories; and so the internal arrangements are very inadequate."

Attendance.

The returns for the division show a total increase of 8,313 scholars in average attendance. This rise, so far gratifying in itself, is proportionately distributed over the upper and lower divisions of the schools, and to some extent redeems the falling off in the fourth and higher standards noticed last year. The insignificant addition of 22 examinees in the Ex-6th Standard seems at first sight rather disappointing, but it must be borne in mind that, under the new arrangements, the *élite* of such scholars have found their way into secondary schools, while in several cases large upper departments have been withdrawn from the list of inspected schools.

In an exhaustive return lately submitted to the Glasgow board by Mr. Mitchell, who for 23 continuous years has made this part of the board's work his specialty, it is contended that all the children in the city from 7 to 12 are either on school rolls or reasonably accounted for. The exceptions apply to children who have passed the 5th Standard, or who are permanently infirm, or who, owing to special home circumstances, are exempted, provided they attend an evening school. Children coming under the first and second cases are legitimately and necessarily exempted, and the only question concerns those belonging to the last class. Mr. Mitchell frankly admits that a feeling exists in certain quarters that such exemptions are conceded too freely, but he contends that they are only granted in extreme cases, while no case is entertained till the parent is dealt with by the board and his explanations corroborated by the inquiry of the visiting officers.

It has been customary for the board to take stock, as it were, of the scholars-

in attendance as compared with those on the registers on a given day in the month of October. This return was taken on the 10th October, and it is gratifying to find that the record average of 88 per cent. noticed last year is again reached this year. An average obtained by a special effort on a specified day may be taken as a close approximation to the possible attendance at the time. Yet this high level is occasionally maintained or nearly approached for weeks on end. The monthly returns of the board schools showed an average for September and October of 88 and 86 per cent. respectively.

There is no material difference, speaking for Glasgow, in the age at which children are sent to school. The board look upon six years as early enough, and, though giving facilities for enrolment, they do not enforce attendance before that age. The rush to the infant departments when free education was a novelty was only a passing wave. There is, in fact, a perceptible decrease over the various public schools of the city in the number of children under five as compared with the previous year, the figures being 1,408 and 1,576 respectively. So between the ages of five and six out of an estimated total of 13,977 children, only 5,750 are at school. Between six and seven the proportion rises, the corresponding numbers being 11,129 out of 13,458, while from seven up to twelve out of 62,159 as many as 60,228 are on school registers. A gratifying feature of the tabulated results is the upward tendency shown in the enrolment of scholars beyond the age of 12, the aggregate number over all classes of schools being 16,412. These figures include 3,240 over 14.

Half-time scholars still bulk largely in some places, notably in Paisley and the Vale of Leven, but it looks as if another year would see them extinct in Glasgow. The disappearance of this element in a busy city like Glasgow shows that industry and education would alike gain by the abolition of the system.

The usual arrangements have been made during the past year by the Glasgow board to meet the requirements of the Blind and Deaf Mute Act. The blind children are provided for in three ways: 20 are educated and, unless in one case, lodged at the Blind Asylum; 6 in Smyllum Institution, while the remaining 25 are distributed over 8 board schools, and periodically visited and instructed by a specially qualified teacher. Of the deaf mutes, 64 are in Langside Institution, 20 in Smyllum, and 7 in Donaldson's Hospital, Edinburgh, where there is no charge.

Mr. Jolly:—

Half-timers in Dumbartonshire.

"In view of the recent fresh agitation arising in regard to the pressing and important question of half-timers in school—more pressing and important than educationists and the public have yet perceived it to be—I beg to renew the appeal made by me four years ago to the school boards in this district affected by this grave question, an appeal which has as yet borne no practical fruit. The populous and energetic Vale of Leven, which lies between Loch Lomond and Dumbarton, is the only portion of the district that employs this form of child labour, which is there more in vogue than, perhaps, in any other part of Scotland. This arises greatly, as formerly explained, from the nature of the manufactures carried on there—turkey-red dyeing and calico printing, in which the services of children are not only made available, but are declared to be necessary. From their broken attendances, malodorous garments, frequent physical weariness, and incipient rebellion against scholastic restraint, these working children are a trying and disturbing element in common schools in both work and discipline, having to keep pace, under half their opportunities, with their full-timed compeers. It is simply surprising, notwithstanding these disabilities, how the teachers in these schools secure the tone, tidiness, and

results which they yearly achieve, and for which they cannot be sufficiently honoured."

Dr. Smith :—

"In Lanarkshire school attendance is as much affected by industrial as by educational influences. Whole populations appear and vanish with equal suddenness according to the demands of labour, and even temporary variations of prosperity affect the numbers at school. They affect these, however, in unexpected ways. The recent coal strike had the surprising result of rather increasing than diminishing the attendance, and making it more regular. In the day schools this was due to the attraction of the soup kitchens, which were almost everywhere established in connexion with the schools. The children regarded the education as the price they paid for the food. But there were also several successful evening schools during the continuance of the strike. These owed their existence largely to *ennui*. The men grew tired of lounging about all day, especially as their empty pockets made their ordinary amusement and indulgences impossible to them, and for once all welcomed the invitation to study. The shrewder teachers, especially the Catholic managers who come into most direct contact with the working classes, were not slow to take advantage of this. They formed their schools promptly, and by making their teaching entertaining as well as instructive, succeeded in maintaining large classes. On the other the after-effects of the privations then endured have had an injurious effect on attendance. There has been much illness, including local epidemics of infectious disease, which have necessitated the closing of some schools for longer or shorter periods, and in all have caused considerable irregularity, which will, I fear, affect the results at the annual inspection."

Mr. Boyd :—

"The number of children present at the annual inspection during the year was 49,968, with an average attendance of 44,724. The numbers for the preceding year were 48,476, and 43,742. These figures may require a little correction as in both years a few schools were not visited, but they are sufficiently near complete accuracy to form a good basis of comparison.

"In the matter of regularity, some of the Renfrewshire towns have reached a very satisfactory position, and throughout the country generally, though constant care is required, I do not hear much complaint on the subject. In Argyll also, while there are parishes where little is done to secure regularity, the general tendency is upward. The interest sometimes taken in this matter by the chairmen and members of school boards, is worthy of hearty recognition, and such interest is never without gratifying results. At the inspection of the five schools in Kilfinan parish in May last, only one scholar on the rolls was absent, and there was a near approach to this in Killean and Kilchenzie, and one or two other parishes. Such a high standard of course, could not be maintained, but it was met to be a very fair indication of the general state of matters. I have found cases, however, in which attendance on the inspection day was supposed by some parents to atone for very considerable laxity throughout the year.

"As in all districts, school attendance is occasionally interrupted by epidemics, which spread over a pretty wide area. I have had on more than one occasion to refer to the frequency of these in Argyllshire, due, as I had good authority for believing, to the generally insanitary state of villages, or, not seldom, to the want of good drinking water for the scholars. As far as I have observed, these outbreaks are becoming less frequent, owing, no doubt, to the reforms which the medical and sanitary officers of the County Council are gradually effecting. I should like to see a proper supply of water added to the preliminary conditions of grant in Article 17 of the Code.

"The question as to closing schools when an epidemic breaks out gives rise, now and then, to difficulty and difference of opinion. In Renfrewshire, schools are closed only on the authority of the medical officer of the county or burgh), but in Argyll (except in the burghs), this is not practicable. In his last report to the county council, Dr. McNeill, the medical officer for Argyllshire, refers, however, to this subject, and commends to the attention of school

boards and teachers, as well as to local sanitary authorities, part of an important memorandum, which he quotes, by Dr. Thorne of the Local Government Board, where it is fully discussed. I cannot but hope that the recommendations will receive due attention."

The following short extracts may not inappropriately be reproduced here:—

"The failure of carefully considered measures of exclusion to stay the spread of an epidemic which shows a special incidence upon school children, may be regarded as pointing to the continued attendance at school of children with the prevalent disease in a mild or unrecognised form, and a strong case will appear for the closing of schools. . . . . In sparsely populated rural districts, where the children of different households, or of separate hamlets rarely meet except at, or their way to, the village school, the closing of the school is likely to be effectual in checking the spread of disease. It is less likely to be useful in a town or compact village (particularly where houses are sublet and yards are in common), where the children of different households, when not at school, spend their time in playing together, and often run in and out of each other's houses. But it must be remembered that children when at play out of doors are brought into much less close association with each other than when in school.

"In rural districts, where epidemic diseases are less frequently prevalent, school closing may be required as an exceptional measure to meet an exceptional state of things. As regards more populous places, it must not be forgotten that if schools were to be closed whenever an infectious disease was prevalent, there are many places where schools would hardly ever be open."

"The number of scholars attending half-time, though smaller than formerly, owing to the advance in the age at which they may be employed in factories, is still considerable in various parts of Renfrewshire. Where they are most numerous, separate schools, of which the one in connexion with Ferguslie Thread Works in Paisley continues to be by far the best example, are set apart for their education. It is much to be desired that teachers, in giving certificates to young people with a view to their half-time employment, should see what they are really called on to certify, as trouble to all concerned is frequently caused by a disregard of the definite regulation on the point. Cases have been brought under my notice in which great carelessness, at the least, had been shown."

Mr. Waddell:—

Attendance.

"The figures for attendance are as follows, those for last year being added in brackets:—

"On register	30,787 (30,510)+277+(372)
"Present at inspection	28,675 (28,211)+464+(249)
"In average attendance	25,637 (24,954)+683+(731)

"The tendency is slightly but steadily upward, and the increase is greatest where it is most valuable. Nor can it be questioned that the commutation of fees has contributed to the result. As illustrating how this may happen, in unlooked-for ways, it may be mentioned that during the recent disastrous strike the attendance at schools in the coal regions, where under the fee system a serious falling away must have occurred, was steadily maintained. Parents had no payment to make, and as from poverty they did not need their children to run errands to shops, while in some cases the schools provided breakfast, the stimulus to regularity was considerable. Let us now see how the increase is distributed:—

"Average attendance in	Sts. IV.—Ex. VI.	8,507	(8,171)+399 (— 34)
" "	Infants—St. III.	17,067	(16,782)+285 (+764)
"Present at inspection	Ex. VI.	596	(589)+ 7 (— 13)
" "	St. VI.	1,389	(1,306)+ 83 (— 95)
" "	Sts. IV.–VI.	7,999	(7,828)+171 (—113)
" "	Sts. I.–III.	11,502	(11,314)+188 (+ 69)
" "	Infants	8,561	(8,518)+ 43 (+344)

"Here the figures are compared with those of last year, and there can be no doubt that the result for the present year is the more satisfactory. A year ago there was actually a deficit in the upper half of the school; this year the

advance affects all classes, though with a relative diminution in the lowest. If we may venture to speculate where the change is so abrupt and the totals are comparatively trifling we might surmise that the impetus given to the junior classes by the commutation of fees has nearly reached its limit, and that the effect is now spreading upwards. Possibly we may also trace the action of the merit certificate in the senior classes. But, after all, another year's figures might upset such conclusions, and leave us to conjecture whether variations in the demand for juvenile labour may not be a powerful factor in the movement. Where the increase is so moderate one has to think a moment before being able to explain the activity which prevails in adding to accommodation. Part of that activity represents improvement rather than addition; the remainder must trace its cause as much to the shifting as to the increase of population.

"A further fall has occurred in the claim made for additional attendances under Art. 23. The figures are—

"1891–92	-	-	Schools	47,	scholars	832,	attendances	67,302
"1892–93	-	-	„	28	„	534	„	42,192
"1893–94	-	-	„	26	„	446	„	34,776

"These last numbers probably represent those schools alone to which a small additional grant is of real importance, and whose pupils are drawn from a wide area."

Mr. Harvey :—

"Attendance is not much better in the rural districts than formerly. Some of the boards have made an effort, and have partially succeeded in securing passable attendance, and there seems to be indications in others of rousing themselves from absolute apathy. The old notion of a few months' instruction in winter being sufficient is still very strong. Continuous and firm pressure is required to break down these antiquated ideas. Unfortunately firmness in dealing with the question is conspicuous by its absence in country districts. Landowners and farmers are secretly (in some cases avowedly) of opinion that labourers' children are better employed in driving carts and delving gardens than in mastering the mysteries of arithmetic and grammar. They seem to forget that these young rustics have quite as good brains as their own children and that they are not merely labour-machines. The half-time labour allowance in rural districts should, I think, be repealed. It merely serves as an excuse for parents and employers taking children often (who have passed III.) away from school at any time that suits them. Even younger pupils are treated as half-timers.

"I noticed in one school that a smart boy (nine years of age) had only made 200 attendances. On asking the reason I was told that the boy had been employed as a beater of game during the autumn months, although his parents were by no means in poor circumstances. Another lad of the same class had virtually to learn up the whole work of Standard V. in the months of January, February, and March. In order to secure a pass he had, of course, to work at high pressure. Why should parents and employers be allowed to ill-treat young children in this way? When the nation pays for the education of these pupils it has a right to demand that the few years of school-life should be left entirely free for education, and should be protected from the demands of greed and selfishness."

Teaching Staff.

The supply of teachers, so far as they are drawn from the training colleges and the universities, is very satisfactory in quality, but in amount a long way deficient. The supply of male teachers through any channel has come to be a question of serious moment. The training colleges in view of the increasing demand have opened their doors wider and provided for a material addition to the number of female students. The new Catholic training college about to be opened supplies a long-felt want in Glasgow. Admission to the training colleges in the case of

female candidates, owing to the pressure of numbers, is a matter of competitive trial, and more than half of those qualified are doomed to disappointment. All qualified male candidates, owing to the paucity of applicants, are admitted as a matter of course. The bulk of the male students—and the females are beginning to follow suit—combine university attendance with normal training. Such students usually complete their university studies during their first year or two of teaching and finally take the M.A. degree. There is, as usual, a sprinkling of graduates who take to teaching as a profession and obtain the certificate under the provisions of Art. 47, II. (*c*.). Side by side with this efficient means of supply is an equally large contingent of acting teachers, most of whom enter the profession without special claims to scholarship and without having undergone any systematic course of training. The growing predominance of this untrained element is a matter calling for remedy. If the teacher is in any real sense the school, we cannot regard our educational system with complacency so long as a moiety of the staff is recruited in this way.

The following figures show the number of pupil-teachers paid for at the various rates :—

Total Number examined.	Paid at the Rate of			
	60*s*.	40*s*.	20*s*.	0.
1,381	468	643	18	252
Approximate per-centage under each rate	33·8	46·5	1·3	18·2

The figures show a slight increase in the number of pupil-teachers examined, and the papers worked appear to maintain the creditable level of the previous year, but the introduction in the last quarter of a new scale of payment differing in the several years of the apprenticeship precludes the possibility of exact comparison. As a material reform of the pupil-teacher system is understood to be engaging attention, I content myself with quoting the laudable example set by the Glasgow board of providing for the instruction of pupil-teachers during the day, an arrangement which carries with it a welcome relief from the strain of a long day's teaching.

Mr. Bathgate :—

Training of teachers.

"The proportion of trained to untrained certificated teachers remains very much the same as last year in the public schools in Glasgow and the adjacent parishes. In Glasgow there are 26 trained to one untrained teacher, in the other parishes about five to two. The proportion of trained teachers in the Roman Catholic schools has considerably increased, and now amounts to five-ninths of the certificated staff; and I have no doubt that when the new training college has had time to do its work the proportion and quality of the certificated staff will rise very decidedly. I feel more than ever convinced of the importance of training, such training as will secure intelligence of method and rigid attention to detail. More of it rather than less should be had in training colleges. It seems to me that the present desiderata for an advance in education are such a thoroughly trained staff, smaller classes in the higher standards, and the inclusion of the sixth in the compulsory standards, so as to give time to mould the character and mind of the scholars.

Pupil-teachers.

"The instruction of pupil-teachers seems to be making fair progress, especially in view of the greater stringency of the examinations which they

undergo. There are fewer failures at the annual examinations, and the numbers earning the higher grant are well maintained. The Pupil-Teachers' Institute of the Glasgow School Board is doing good work, and there is a distinct improvement in the more advanced subjects, such as Latin and mathematics; the papers written by the girls in French and Algebra are also decidedly hopeful. I regret that I cannot report a similar progress among Roman Catholic pupil-teachers. The central classes provided for them do not appear to be sufficiently organised and developed, and the instruction by headmasters and mistresses varies so much in efficiency as to be almost a chapter of accidents."

Mr. Boyd :—

"The demand for certificated and fully trained teachers continues to be in excess of the supply. For the more attractive and better paid situations there are, of, course, numerous candidates; but advertisements of other vacancies sometimes fail to call forth any application which can be entertained. Managers are therefore constrained to employ ex-pupil teachers, who, on their part, would be glad to avail themselves of normal college training if they had the opportunity. The notion that one kind of teacher is as good as another does not now find much favour.

"The number of pupil-teachers shows some increase from the previous year, but there is not much advance in efficiency. Managers and teachers, especially in the more populous localities, are, however showing, not too soon, greater care in the selection of candidates, and greater concern regarding their instruction after their engagement. This is, in almost all cases, in the hands of the teachers of their own schools, but the School Board of Paisley, in view of the unsatisfactory results of the scholarship examination in July, have resolved to give a trial to a modified form of the central system.

"The scarcity of boy candidates seems to be rather increasing than otherwise, the office not being to all appearances sufficiently attractive. The amount of wearing work both in school and in his own studies, no doubt, makes the pupil-teacher's life harder than that of most young people of the same age in other employments. Probably the number of hours in which pupil-teachers are occupied in teaching might, in the first two years of their service at least, be reduced. I have also a clear impression that in view of the recent advance in the requirements the minimum time prescribed for their instruction is too short.

"An experienced colleague, whose opinion is entitled to much weight, has complained that in selecting candidates little attention is paid to their aptitude for teaching. This is, no doubt, an important point, but I fear the chief difficulty is in their not being *taught* their work during their apprenticeship. In too many cases they seem to be allowed to pick up their ideas and methods of teaching as they best can, such aptitude as they possess not being properly guided or developed. I must say also that, as far as my observation has gone, failures have been more frequently due to want of attention to their studies than to any innate incapacity for teaching."

Mr. Waddell :—

Staff. "Last year I observed that the female certificated teachers in the district had for the first time exceeded the males in number. The excess was 17; this year it is 21. We need not at once infer from this that men are in any way withdrawing from the work of teaching. Such a tendency may exist, but I rather think that the explanation of the change is another and a very simple one. The demands of the sewing schedule make it necessary to strengthen the female side of the staff, whether managers would desire to do that on other grounds or not. No doubt the difficulty might be met by the employment of non-certificated sewing teachers; but it is only in very rare cases that such a course is adopted. It will be a curious and not altogether a desirable thing if the requirements of needlework, cookery, and kindred branches should end in upsetting the natural balance of the profession. Against sewing mistresses as a separate part of the staff many managers appear to entertain a

prejudice. There seems to be an idea that they form a costly expedient. There is also a feeling that to transfer the girls of each class in successive hours to a different and untrained teacher is less satisfactory than to have them taught all branches by the teacher to whom they are accustomed. And yet this feeling is coincident with a further increase of untrained teachers in the ordinary work of the school. The numbers in three successive years have been 73, 91, 106."

Mr. Harvey :—

"The pupil-teacher question is assuming a somewhat aggravated form since greater demands have been made on their intellectual attainments. It is becoming more and more difficult for a pupil-teacher in a rural school to write a satisfactory paper. His introductory education is too limited, and the demands on his time are too great, to allow him to reach a satisfactory standard. The consequence is that he has always to contend with a sense of failure, and either quits his profession in disgust or finds himself debarred from a normal course of instruction, and has to content himself at the best with entering the ranks as an acting teacher." Pupil-teachers.

Standard of Instruction.

Of the scholars on the registers of schools inspected during the past year—

311,671 were present at inspection.
274,696 were in average attendance.
220,300 were presented in and under Standard III.
84,133 were presented in Standards IV.–VI.
6,812 were presented in Ex-Standard VI.

A comparison of these figures with those of last year shows—

—	Present at Inspection.	Average Attendance.	Examined in Ex-Standard VI.
1892–93	302,616	266,383	6,790
1893–94	311,871	274,696	6,812
Increase	9,255	8,313	22

The following figures show the results of examination in and under Standard III., and for the sake of comparison the results of the preceding year are placed alongside :—

—	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1893–4	441	733	42	0
1892–3	366	776	48	0

The following are the results in Standards IV.–VI. :—

	Number of Departments reported			
	Excellent.	Good.	Fair.	Below Fair.
1893–4	170	780	96	1
1892–3	140	797	104	0

New Code.

The new Code has ushered in a period of calm. It has secured, for the first time in the history of Codes, almost complete immunity from criticism. Apart from its financial provisions, which have justified the most sanguine forecasts, its leading principle lies in the substitution of the class for the individual as the unit of the measure of efficiency. This principle, simple as it is in itself, has placed instruction on broader and more expansive lines. It has given free play to willing talent, and quickened the general pace without forcing dullards faster than nature intended. There is little doubt that the specific subjects, which still involve the temptation to produce a maximum of minimum results, would gain in elasticity and breadth if they were treated in the same way. The change would at any rate facilitate the process of examination. In dealing with a class of, say, a hundred in French, or Latin, or mathematics, it is as difficult to determine whether each examinee reaches, or falls below, a certain minimum level as it would be easy to arrive at a conclusion as to whether the instruction as a whole is excellent, or good, or indifferent.

Tabulated results.

The statistics bearing on the elementary subjects furnish trustworthy evidence of the general quality of the instruction. They are based on results which have been weighed rather than measured, and involve an estimate of intelligent methods and educative effect. There seems every reason to be pleased with the year's record, and it is gratifying to note that, as compared with the previous year, the figures show a distinct upward tendency. There is a creditable rise in the number of departments classed as "excellent," and an appreciable decrease in the number falling below "good." The senior divisions, owing to the more complex elements involved in the upper work, naturally advance at a slower pace than the junior, but it is deserving of notice that the ratio of increase in the "excellent" grade is this year almost identical in both divisions.

Reading.

Reading, though variously commented on, is receiving increased attention, and is further benefited by the lavish variety of reading material. In the bulk of the Glasgow schools, and the same may be said of the better type of schools elsewhere, the results, even as tested by reading at sight from a newspaper, are surprisingly good. The growing profusion of illustrated books and magazines is fostering a taste for home reading, and there is little doubt that, notwithstanding the curtailment of school life, a much larger number of pupils than heretofore can on leaving school read with facility and intelligence the simpler periodical literature of the day.

Writing.

Writing, in respect of caligraphy, is making undoubted progress, and the number of schools in which it is unsatisfactory is perceptibly diminishing. Continuity of style, in an easily read and rapidly written system, prevails in most of the schools in my own district. The use of headline copybooks, though not superseded, is largely supplemented by

blackboard illustration. Improvement is most marked in schools where the upright or Civil Service method has been adopted. This system, if not exaggerated, deserves encouragement, and, judging from the speed with which it is spreading, it seems destined to prevail in the battle of styles. Its regular spacing, continuous join, and simpler stroke conduce to uniformity, neatness, legibility, and rapidity of execution. The success of this method, as tested by the results achieved and the comparative ease with which they have been produced, is beyond question.

Spelling. Spelling has all along received its due share of attention, and in average schools it may be said to maintain a level of accuracy sufficient for solid educational and practical purposes. But while the results are satisfactory, there is little doubt that the processes by which they are secured might often be facilitated by greater attention to word-building and more frequent blackboard instruction. Teachers of weaker capacity are apt to forget that spelling is more a matter of the eye than the ear, and are often found resorting to the monotonous repetition of the test words appended to the reading lesson.

Composition. Composition, though distinctly progressing, cannot be said to have kept pace with the advance in reading and writing. This is hardly to be wondered at considering the inherent difficulties of the subject. The composition exercise requires a pretty full vocabulary, and a tolerable amount of knowledge, gleaned for the most part from reading and observation. Where these conditions are present, as in large town schools, and here and there in rural schools, the essays are wonderfully good alike in matter and fluency of expression. In average schools the results may be said to be respectable, and the exercises are for the most part neatly executed. In indifferent schools, apart from poverty of language and thought, there is only the rudest knowledge of sentence formation, and punctuation is left to chance.

It is satisfactory to notice that in schools of any pretension composition is now commenced at an earlier stage, and more often proceeds on definitely planned lines. What is further required is more teaching as distinguished from formal practice, especially more blackboard exposition of the construction and logical bearing of sentences. The reading lesson should likewise be utilised for practice in changing an active rendering into a passive or a phrase into an equivalent sentence, and *vice versâ*, as also for noting such turns of expression as might fitly serve for imitation.

Arithmetic. Arithmetic has always been creditably accurate even in mediocre schools, and it is satisfactory to find a progressive tendency in other directions. There is an increase in the number of problems correctly solved, and a better grasp of the principles underlying the rules. Rapidity of calculation is often carried to great proficiency in the initiatory standards, especially in the Glasgow schools. The value of this element is enhanced by its efficacy in driving out fingering and other slovenly artifices, which still cling to indifferent schools, and are as inveterate as they are variable.

Mental arithmetic. Mental arithmetic is beginning to be better understood. The notion that it is chiefly useful for the rapid computation by mechanical methods of scores and hundreds of articles at so much each, and the like, is giving place to the broader view which makes it the rational complement of the slate work, and extends its application to intelligent and shortened solutions generally, with accompanying explanation of the process.

Infant departments.

The infant departments now attached to most of the larger and better organised schools, leave, for the most part, little to be desired. The instruction is carried on under the most favourable conditions. The walls are hung with more or less interesting pictures, and there is usually a sufficient supply of materials for object lessons. The teachers are, as a rule, skilful and sympathetic, and often full of resource in devising and varying amusements. The post of head mistress, it may be remarked, owing to its comparatively liberal remuneration, commands the best talent, and is a coveted step of promotion. The prominent feature of the instruction is its underlying concern for the children's happiness. It is sufficiently solid to ensure progress, but sufficiently varied with recreative exercises to banish weariness. The children sing their songs and enter into their pastimes with a zest which gives an impetus to work, and makes school life a pleasure.

Merit certificate.

The merit certificate is steadily growing in favour, and there is year by year a material increase in the number of examinees. The Glasgow Board has lately accentuated its importance by making it a requirement in all the schools participating in the burgh equivalent grant.

Mr. Jolly:—

The quality of the work in Govan and Dumbarton still rising.

"The high opinion formerly expressed by me, and more strongly last year, regarding the character of the work carried on in the schools in this district, I have again the greatest pleasure in emphasising. It is delightful, in most cases, to examine the classes, and to note the increasing grasp, in perception and practice, of the higher purposes and ends of education—the rising skill in the application of the best methods, the deepening charm of aiding in the intellectual and moral development of the young, the growing ease in the production of desirable effects, from the yearly accumulating sense of power in the pupils, who are passing through such truly educative training; the general gratifying abandonment of the lifeless and depressing pursuit of mere paying results, and a gradual and well-considered extension, in breadth and depth, of the field traversed, and in the quality and quantity of the work successfully accomplished and confidently presented.

The subjects included in this advance.

"This advance, in both line and column, includes many of the new subjects of the most recent Code.

"Object lessons, Kindergarten work, both of these over a wide field, and English composition, as frequently explained in former reports, have been taught not only in the infant room, but in all the lower standards, and in many schools, and these in growing numbers throughout in all the classes up to the highest, in a graduated and systematic course of instruction and training, of which the programmes presented are noteworthy and educative, and all this has been done in schools in the poorer localities of our towns, including poverty-stricken Roman Catholic cases, some of which triumphantly win the highest grants right through the Code."

Mr. Bathgate:—

Grants.

"The efficiency of elementary instruction as estimated for the departments of the schools shows satisfactory progress. It is true that the proportion of excellent marks given to junior departments is somewhat lower than last year. The figures are 20 excellent, 42 good, 1 fair, the corresponding figures for last year being 25, 33, and 2. But the highest award is more frequently given in the senior departments, which are classified as 14 excellent, 40 good, 2 fair; the figures for last year were 10, 41, 3. The improvement in the higher classes is due to better arrangements, and in some cases to a more liberal allowance of staff. In the junior departments the work, which is in itself of a somewhat easier kind, has perhaps been rather more strictly assessed.

"I observe that we have examined 2,990 scholars individually in the 5th Standard. Of these, 2,452 have obtained certificates of a full pass. These pass in reading 2,953, in writing 2,678, and in arithmetic 2,701.

"Although the failures in reading are few, there is still less accuracy and fluency than there should be, and in too many cases modulation and phrasing are neglected. These faults could be largely amended by model reading and rigid care on the part of the teacher, insisting on the correction of the slightest mistakes, and on the audible spelling and syllabling of words by the pupil. The scholar is still too often allowed to waste much time staring at an unknown word till he is prompted by the class or the teacher; he should be taught to help himself. It is strange that so near the end of the century one should need to repeat such truisms of method; but there are still unfortunately some half-trained teachers—and some unduly large classes. Some characteristic faults in the district are: the mutilation of final syllables, and especially the conversion of final *d* into *t*; the slurring over of intermediate consonants, and the omission of sibilants. Occasionally in words like *English* and *first* a phonetic but un-English pronunciation is taught by the teacher. Unseen reading is creditably performed. In some cases the second set of books in the junior classes, consists of geographical or historical readers, which are monotonous in subject and contain too many difficult words and proper names. These premature attempts to do the work of the teacher in class subjects are objectionable. Reading.

"Writing continues to improve, and the introduction of uniform systems, such as the 'Vere Foster' and the 'Civil Service' style is generally an advantage. Some points of method are still neglected. The frequent raising of the pen during the dictation exercise, prevents reasonable speed from being attained, and is inconsistent with the style of writing referred to above, and introduced into most of the schools. Speed is also hindered by a vicious method of grasping the pen, on which the forefinger only rests while the other fingers are pressed into the palm of the hand; this fault is much too common. There is a so-called 'Improved Civil Service Style' which is, I think, objectionable. In this style the interspacing of the letters is too wide, while the elements of the letters are so much crowded together as to prevent accurate formation. Slate-writing is generally excellent; but mistakes of spelling in transcription are too common, showing that the eye requires to be trained in accuracy. Writing.

"Composition is generally better taught than it used to be. Preliminary exercises in the junior classes make apparent cases of incapacity to be very rare. There are still, however, more failures in this subject than in reading or arithmetic. These failures could still further be reduced by insisting at each stage on the mastery of the new features introduced. Thus even in the 3rd Standard it might be taught that no sentence should have two subjects, and the use of the comma could easily be made clear to the scholars. In the 5th Standard in poor neighbourhoods, a simple style of sentence-making should be cultivated. In the 6th the composition lesson should more frequently include as a necessary part the preliminary sketch of a subject to secure such features as general description and enumeration of parts. Composition.

"Arithmetic is, as a rule, very accurately taught. In the junior standards methods that can be called mental, have generally expelled visible or mechanical aids. The work of the 4th Standard shows very satisfactory progress; but in cases where this standard includes two or three separate classes, it is rare to find them abreast of each other in excellence of method. This is a point which should be attended to by headmasters. In the 5th Standard practice and proportion are very well done; but bills of parcels involving some preliminary manipulation in the items, too often prove a stumbling-block. Arithmetic.

"Many schools show satisfactory progress in mental arithmetic; others unfortunately lag behind.

"For the merit certificate I have examined 94 candidates. Those represent a large proportion of the schools outside of Glasgow. Within the city, candidates were presented at two schools; I understand that the subject of presentation is still under the consideration of the School Board. The certificate has been treated as mainly a proof of thorough mastery of the elementary subjects; and one of the best classes presented for it was in a small rural school where the six standards were taught by a master without assistance. Failures have been due to want of reasonable revision in the work of previous years, or to the undue diversion of the attention of the scholars from primary to secondary subjects." Merit certificate.

Dr. Smith :—

Reading.

"Reading now forms everywhere the first step in education, while the alphabet and spelling are relegated to a more advanced stage. The immediate gain is undeniable. The child's attention is directed to symbols whose sounds are the names of familiar objects, instead of to symbols whose sounds convey no meaning to him whatever. At the same time this 'look-and-say' method, though convenient as at once laying hold on the child's intelligence, cannot advantageously be carried very far. In its almost Chinese preference for words to letters, it causes finally a greater strain on the memory, and prevents a really intelligent grasp of the formation of the language. In teaching the two letter words, no difficulty arises, because there is but little similarity in the sounds; but even in words of only three letters, confusion comes, when the alteration of the final letter (often slurred over by the pupil in pronunciation) implies a great difference in meaning. However clearly the teacher may articulate, there will always be in a large class—and most of our infant classes are large—some who are too dull or too lazy to differentiate between sounds which bear any degree of similarity. I approve of the 'look-and-say' method, nevertheless in the earliest stage of education, because it succeeds in fixing the attention of the children, but it must not be forgotten that while it causes an apparent quickness in the infant-room, it produces an apparent slowness of progress, if not an absolute standstill, in the early standards when spelling is insisted on, that affect unjustly—unjustly whether favourably or the reverse—the credit of both teacher and pupil.

"Another of those 'helps to read' which may be carried too far, is the lavish use of pictures, which the energy of competing firms is developing to a considerable point of artistic perfection. The art, indeed, is occasionally apt to distract the child's mind from the main purpose of the book, which is, after all, to teach reading; at the best he reads the picture rather than the word, and when he elsewhere meets the letter-press apart from the illustration, it conveys no meaning to his eye or mind. In fact, the intention, wholly good and commendable in itself, of making the first steps in education easy and attractive to children is in some danger of being carried too far, and education itself made to depend on extraneous props to such an extent that no demand is made on the memory and intelligence, with the result that when the props are taken away, as in the further stages of instruction they must be, the whole foundation, so easily built and apparently so sound, is liable to topple down.

Writing.

"With regard to writing, we are in the midst of a contest of styles. The old method of holding the pen and sitting at the desk, once considered essential to good writing, has been greatly modified, and habits which to an old writing-master would have seemed slouching, careless, and unsatisfactory to the last degree, are tolerated and even encouraged. The angular 'Italian hand' formerly affected by ladies, has disappeared, unregretted—for though graceful and legible during school-days, it was apt to become scrawly and untidy in after-life—and there is no longer a different treatment dealt out to the two sexes, at least in the matter of calligraphy. Of the various competing styles of writing, the running round hand known as the 'Civil Service' is the most popular though the 'upright' style has its supporters. The first of these, keeping a medium course between straight and angular, is probably the best adapted for laying the foundation of a clear and easy hand, to be modified in after-life by occupation and individuality. Any attempt absolutely to form a style of writing in childhood incurs the danger of fixing a mannerism, which will develop into an illegible scribble when the eye of the teacher is removed, and speed rather than careful formation of the letters is sought after.

Arithmetic.

"In arithmetic I have to note a general improvement in the method of setting down the answers, implying, I think, a clearer comprehension of the principles underlying the questions. I do not mean that we have got rid of errors, but more inaccuracies in working, with correct results through, do not invariably show lack of knowledge of arithmetical science. But I have occasionally met with illustrations so hopelessly irrational that it was evident that the pupil had no notion either of the meaning of the questions or of the means by which a solution ought to be attained. These disorders are my vanishing—a satisfactory proof of a better method of teaching. In many schools the metric system is now being taught, and in a fashion that promises to give

children a more practical knowledge of it than they ever had of the old. Mere 'tables' of the measures of capacity and length are not regarded as sufficient for instruction, but I find diagrams showing the actual sizes and proportions of the various measures. Difficult as it undoubtedly is to change a familiar system for a new one, however good, I think such a change will be largely facilitated by the instruction in the metric system which our children are receiving now."

Mr. Marshall:—

"Composition remains in the same unsatisfactory state, and no improvement is possible until the subject is begun in the 3rd and 4th. The preparatory sentence building in the former standards gives only the simple sentence, but it does not show the art of grouping; besides, oral composition will never show a pupil how to form a paragraph. Materially, the composition suffers from the pupil's inadequate fund of ideas, and formally it suffers from the one-sidedness of ths school method. The object knowledge should be utilised in the way of descriptions, and the fables and tales in the way of narration. But so long as the memorial reproduction is the only end aimed at in the exercise, so long the pupil's work will be insufficient, because there is no play given to any power except the retentive; his fancy is trammelled by the necessity of giving back a literal transcript. It is not the office of composition to give encyclopædic knowledge, but it is well fitted to extend, correct, and intensify the pupil's information. When the teacher gives the heads of a subject, he should be able to contribute something valuable and interesting, and these summaries should cover the whole field of knowledge; indeed, what even is read should also be the subject of composition, for there should be more discretion used in the choice of the read matter and only what is interesting and instructive taken up. On the other hand, composition should enlarge the pupil's vocabulary and teach him to use simple, pure, and representative words. His sentences are often incomplete, especially the so-called complex sentence, and where he adds clause to clause he often gives no logical sequence. The position of his words is seldom rhythmical, and his grouping is often loose." Composition.

Mr. Waddell:—

"The standard of efficiency in the ordinary branches may be so far estimated from the following evidence:— Results of the standard in-

"Senior classes=excellent—	1891–2,	17;	1892–3,	15;	1893–4,	14.
,,	good	,,	67;	,,	82;	,,	84.
,,	fair	,,	50;	,,	34;	,,	35.
"Junior classes=excellent		,,	40;	,,	44;	,,	51.
,,	good	,,	93;	,,	97;	,,	98.
,,	fair	,,	21;	,,	11;	,,	9.

"While everyone is agreed that the difficulty of the teacher's task increases seriously with the advance from standard to standard, the contrast between the results in the two divisions of the school, as here given, is somewhat greater than I should have either expected or desired. To whatever it may be due it is not due to any inferiority either of zeal, of application, or of ability in the case of the teachers of the senior classes. To what, then, may the difference be referred? Mainly to two causes. One of these is that the average age of pupils in the junior division is increasing now that freedom of classification prevails. The effect of this freedom recalls to my mind what used to occur years ago in the Heriot Schools at Edinburgh. As these schools claimed no grant they were not tied down like other schools by the age rules which then governed presentation. Accordingly, the Inspector found in Standard I. a considerable proportion of pupils ranging freely between the ages of 8 and 13, and the work of these pupils was such that the reports on the Heriot infant schools became practically a series of eulogies. No doubt that seemed very satisfactory. But was it after all better for children of 13 to leave school with a perfect command of full text writing upon slates, or with a moderate command of half text upon paper—with a complete mastery of adding

hundreds, or with a fair capacity for multiplying tens of thousands? The other cause is that the paper exercises, which play a conspicuous part in the examination of the senior classes, form a powerful check upon the general impression which the examiner is predisposed to receive from what he observes in the school. The children are attentive and busy, the oral subjects go on with considerable effect, and the Inspector travels home with pleasant recollections of what he has seen. But '*litera scripta manet*.' He finds after careful revision that (we shall say) Standard IV. has an average of three errors of spelling, and that the correct sums in Standards V. and VI. do not much exceed 50 per cent. Is it possible for him to give the highest award there? In the junior division the test is more a 'class,' and less an individual, one; that is, it is more vague and less thorough. The writing and figuring look neatly formed, and the errors, as the slates are perused, do not appear very numerous. The examiner minutes a favourable opinion and passes to the next class. When he comes to write his report the general verdicts are his guide, and there is no *advocatus diaboli* standing by in the shape of written evidence by which he may be convinced that they were sanguine. In statistical matters one is unable to feel sure, while any portion of the year remains to run, what the exact per-centages may prove to be. While I feel a little sorry that the figures for the senior sections are less favourable than I had anticipated, I am driven to confess that they seem to me more healthy than those for the junior sections. These latter foreshadow in no ambiguous manner that here the lowest grade of merit is on the eve of extinction, and that the time approaches when half the schools will be in the first class. An Inspector, if he has any faith in education at all, is prone to speak at the close of each year about 'progress,' 'improvement,' 'increased intelligence,' and what not, in a way which, if all his expressions were collected, would seem to suggest that improvement was occurring by leaps and bounds, and that the goal of all our aspirations was at hand. This does not represent the sober truth; it is impossible that it should. And in these days of 'general impressions' and 'results as a whole,' such language is increasingly liable to prove misleading. On the other hand, public complaints are made from time to time by disappointed parents or employers that we are not getting value for our money. In all this do we not see the positive and the negative sides of the same rather sanguine idea that an elaborate state system and great outlay should produce under our eyes a perceptible increase in the national stock of mental and moral power? Such growth for the race may be a reality; yet, if so, it cometh not with observation, but 'slowly, slowly, creeping on from point to point.' Even my own figures do not persuade me that the work of the junior classes has become so rapidly better since the introduction of the present Code. That it has become better I gladly and gratefully recognise; but there is still ample scope for our best exertions toward higher things.

Merit certificate.

"The merit certificate continues to make way. The numbers presented are 175 (119), and passed, 105 (75), from 29 (23) schools. I should rejoice to think that the advance in the attendance of senior pupils referred to above was partly referable to the stimulus thus given. As the per-centage of passes will show there is no hesitation in maintaining a firm standard of efficiency, and this fact gives a greater value to the increased presentation."

Mr. Fraser:—

The excellent grant.

"The number of departments receiving the excellent grant has appreciably increased since last year, especially in the junior sections of schools, and this can safely be regarded as a sign of educational progress. For the highest grant is not awarded except after serious deliberation, and the conditions that determine a favourable verdict cannot in the nature of things be satisfied by a certain proportion of schools. Cases occur in which the excellent grant is refused with reluctance, but manifestly if the principle on which it is based is a good one, due care and discrimination must be exercised in awarding it. To gain it is a distinct honour, an honour which is as a rule only possible under two conditions, wise administration on the part of the headmaster and cordial co-operation on the part of the staff. On the other hand, to fall short of the standard that gives a right to this award must not be considered as a disgrace.

In schools where it has once been obtained, it is difficult to reduce it without appearing to discredit the work of the year. But it must be remembered that the grant is given for excellence in several subjects at different stages, and it is not possible that the various classes constituting a department should always stand at the same high level. The disappearance of a former grant, therefore, while a call to greater effort and achievement, does not *necessarily* imply censure any more than the ordinary fluctuation of per-centages in the written work of a class from year to year. Of one thing teachers may be assured, a grant is reduced only after adequate reflection and consideration. Sometimes reduced.

"The state of the infant department forms an important element in determining the mark that is to be assigned to the junior section of a school. During the past year a perceptible rise has taken place in the number of infant schools in which the teaching is systematic and well-graded, the supervision genial and energetic, and the results distinctly praiseworthy. In general the infant mistress treats those committed to her charge with patience and motherly care, and in training the scholar is not forgetful of the child. Infant departments.

"The introduction of employments suitable for little hands and fingers into the infant department continues to spread. In some of the schools the arrangements made for these occupations are of an elaborate description, and the duty of giving the necessary lessons is considered as binding as the time-honoured round of reading, writing, and arithmetic. In the larger schools this condition of things may be said to be the rule, desks are fitted up in a suitable manner, and materials for stick-laying, paper-weaving, paper-folding, coloured drawings and other employments are supplied by the school board and sometimes by the mistress herself. The display of specimens at the end of the year is of a varied and interesting character. Special attention is devoted to work of this kind in the separate infant schools under the management of the Roman Catholic churches. The recreative work of certain infant departments, though not differing in quality from the foregoing, is not directed on a systematic plan or pursued with the same persistence, and the production is consequently more limited and less varied. In some cases indeed, it appears to be undertaken rather in conformity to the prevailing fashion than for educative purposes, and is relegated to the odd moments which can be spared from more pressing duties. Small beginnings are, however, not to be discouraged, especially when the staff is not equal to the demands made upon it. In a large infant department with an adequate staff, there is room for division of labour and the head-mistress can devote a considerable portion of her time to co-ordination and supervision, while in a small school, conducted perhaps with the assistance of a single pupil-teacher, her attention is fully occupied in teaching the ordinary branches. Recreative work.

"Except in several country schools, notably in the rural districts of Bute and Mull, musical drill is now recognised as an essential part of the instruction. Pianos are becoming increasingly common, being utilised not only for the physical exercises, but also for regulating the marching of the children on their way to and from the playground. As a rule these exercises are performed with orderliness and precision, and the accompaniment of the music must have no small influence in training the ear, as well as in habituating the body to rhythmical movements. Musical drill.

"The foundation of good reading is laid in the infant department. In superior schools the monotonous *staccato* of the very youngest classes gives place to correct phrasing, before the children are placed in Standard I. The amount of reading gone over in the highest infant class is sometimes sufficiently large, and if the habit of correct phrasing has been formed, the unconscious learning of the lessons by heart may be looked upon indulgently at this early stage. The memories of young children being so very tenacious, I have never been quite able to sympathise with the horror exhibited by some examiners when they find little children unconsciously reproducing the words of the reading book. There is no doubt, however, that in many infant schools children are kept constantly pegging away at the same book, instead of being made to tackle another, not necessarily of greater difficulty. Reading. Foundation laid in infant department.

"The best reading we get in the schools is based on intelligent comprehension of the subject-matter rather than on nice rules of pausing and modulation, although these are very good in their proper place.

Reading in the upper classes.

"In school reports the sentence constantly occurs, 'reading is natural and 'expressive,' or 'reading is fluent and natural,' words which indicate that this part of the instruction merits high commendation. The fluency that is objectionable is the fluency that comes from constant repetition rather than from intelligent appreciation, and that does not scruple to insert here and there a word or even a phrase to eke out the meaning of the printed page. The inaccuracy that is engendered by loose reading of this kind is apt to show itself in other subjects in which the perception of the right word is all important.

Writing. The new style.

"Neat and legible writing is not confined to any particular class of school. Since last report the Civil Service style has continued to make headway, and, as things go, it will soon be universal. It is found that pupils who were execrable writers when taught on the copper-plate system have become very fair writers after a few months' training in the new style, and this result is no small gain. Another advantage of the Civil Service style is that it is easily taught. It leaves little room for individual idiosyncrasy, and makes every scholar toe the line. Dictation and composition exercises are accordingly much more uniform than they used to be, and more pleasing to the eye. Lovers of the old copper-plate system, which doubtless is productive of splendid specimens of caligraphy, are only too ready to pick holes in a system which ignores so many of the imaginary canons of correct writing. Those who follow the new system ought therefore to note certain dangers which are connected with the adoption of it, and to avoid them. In some of its developments it is rather difficult to read. Extreme narrowness of form when combined with extravagant spacing of the letters is trying to the eyesight, and must *ipso facto* be condemned.

Ensures uniformity.

Dictation and composition.

"The per-centage of correct results in dictation shows no falling off. The worst spellers appear to be those who are frequently absent from school, but the best speller is not always the best scholar. Compositions exhibiting considerable originality and variety of expression are sometimes met with in which the orthography is far from immaculate. In general, however, composition and spelling are of equal merit or demerit. In schools attended by children of the poor, one does not look for the same command of language as in schools frequented by children more highly favoured. In arithmetic and writing the former class can and do hold their own, but in composition (as well as in reading) their attainments, though often highly creditable under the circumstances, are usually described as very fair. Causes over which the teacher has no control, their habit of speaking incorrectly, their hard life, and the limited amount of their home reading, render them peculiarly liable to use words in wrong senses, and to construct sentences which violate ordinary grammatical rules. It may be mentioned in passing that the number of pupils presented for the merit certificate has largely increased since last year and that the papers written by them afford evidence of careful and systematic training in this subject.

The merit certificate.

Arithmetic.

"The arithmetic prescribed for Standard IV. in the Code of 1894 has not met with much favour at the hands of teachers. It has been felt that, though weights and measures are not required in this standard as far as the compound rules are concerned, the working of sums involving them can hardly be postponed till Standard V., for which the work prescribed is sufficiently extensive. Doubts have also existed as to what is required in teaching the metrical system. It can be safely asserted, however, that no school in the district has suffered from the introduction of the new Code, as circulars from the Department have cleared up what was supposed to require elucidation and have put it within the power of inspectors to estimate the work according to the profession.

Blind children.

"Several blind children receive efficient instruction in some of the ordinary schools in Glasgow. There they are taught as far as possible in the same

classes as the other children, their instruction being directed and supplemented by a visiting mistress, who also supplies a certain amount of manual training.

Blind Asylum.

"In the Blind Asylum, in which 55 pupils were presented at last inspection, the teaching is given with marked skill and success. The classes are grouped according to the standard of the Code, and most of the work compares favourably with that of an ordinary school. This remark applies not only to the elementary subjects, especially mental and slate arithmetic, but also to the general intelligence exhibited under oral examination. Reading and writing are taught on Braille's system of 'raised dots,' and arithmetic by means of Taylor's arithmetical frame. The instruction in grammar, history, and geography is under the circumstances wonderfully good. Songs of an advanced type are rendered with sweetness of tone and clearness of enunciation and physical exercises are performed with a precision seldom surpassed in any school. Naturally technical training occupies an important place in the educational curriculum. For such work the school is admirably equipped, and since last year a new room has been added to those already devoted to this purpose. All the boys receive, under fully qualified instructors, courses in carpentry clay-modelling and the like, while the girls have in addition hand and machine sewing, type-writing, &c.

Deaf and dumb children.

"The instruction of deaf mutes is carried on in the Deaf and Dumb Institution, Langside; 149 pupils were presented at last inspection. The arrangements made for the children's welfare both inside the school and outside of it are of a very superior kind, only most of the ordinary classes are taught in one large hall which is not sub-divided in any way. The results brought out by the examination testify to sound methods and patient labour throughout the school. The instruction proceeds generally on the sign and manual system, although a good deal of attention is also paid to lip reading and articulation. Under present conditions the capabilities of the oral system of teaching cannot be fairly estimated. Only a certain proportion of the pupils are fitted to make substantial progress when taught in this way, and their separation from the other pupils would almost seem to be necessary to reap the full benefits of the system. Indeed, for orally-trained pupils a discontinuation of the sign system altogether is advocated by many authorities. As matters stand, however (and it must be remembered that the directors of this charitable institution are doing their best for all classes of pupils with the means at their disposal), the results are all that could reasonably be expected. In the roomy and well-equipped gymnasium, physical training is regularly given, and the exercises are evidently much relished by the pupils. Military drill is performed from time to time in the large grounds belonging to the school. Excellent provision is also made for manual training in kindergarten, sewing, cookery, laundry work, house-work, the use of the sewing machine, Sloyd wood-work, clay-modelling and tailoring. In short, both in this institution and in the Blind Asylum, the instruction is at once educative, disciplinary, and practical."

Deaf and Dumb Institution.

Mr. Harvey:—

Penmanship.

"Civil Service writing is making steady progress in my district; it seems to be the penmanship of the future. In its first stages it has certainly an ungainly appearance, but it seems to have the inestimable advantage of being acquired with ease. When persevered in, the results obtained in the higher standards are very good. The penmanship is flowing and legible, and, while executed with ease and rapidity, it has quite as good an appearance as the more laborious productions of the older style of writing.

Arithmetic.

"Arithmetic, except in Standard VI., remains 'in statu quo:' The teaching is methodical, and the ordinary pupil has little difficulty in securing a pass. Since writing last year's report I find that the teachers' complaints as to the severity of some of the V. and VI. arithmetic cards are well founded. K and M especially are quite too stiff for average pupils of 11 and 12 years of age. The consequence is that at least in VI. the failures have been abnormally numerous. There we are brought face to face with one of the most disappointing features in elementary school life. The pupils are too young fully to master the 'rationale' of arithmetic. Instructions for a year or two longer would give them a grasp both of arithmetic and grammar, which would be an invaluable aid to them in after life."

Mr. Boyd:—

Standard subjects. "It may be regarded as established that the standard subjects have not suffered from the greater freedom of classification granted a few years ago. Some of them at least have improved, and, speaking generally, the instruction is, I think, becoming more elastic and stimulating. I have seen very little appearance of keeping back children unduly, the tendency rather being to advance some too rapidly. I should like to point out, however, that the keeping of specially dull or weak children for a series of years in the initiatory classes seems to be a serious mistake. These may not learn much in any standard, but to treat them always as infants will certainly help to keep them so.

Reading. "Reading maintains its improved character, being, in not a few schools, fluent, natural in style, and easily intelligible to a listener. It is sometimes mechanical even where there is an attempt at expression, but, on the other hand, it is occasionally intelligent enough where the style cannot be commended. Of course the two things generally exist together, and act and re-act on each other. Some schools are curiously tenacious of their style of reading, no matter how objectionable it may be. The younger scholars imitate the older, and the sustained efforts of the teachers do not always succeed in effecting a change.

Unseen reading. "I referred on a former occasion to the difficult and uninteresting character of some 'second readers,' and this character is sometimes aggravated by the second book being considerably in advance of the first. Occasionally the two seem to be treated as one big book, the scholars having to plod through them in succession, in which case the object of having two reading books is necessarily to a great extent defeated. Sometimes, too, a class may be found reading with fair fluency from the ordinary reading-book and stumbling badly in a passage of no greater difficulty which they had not previously gone over. I should be sorry to make light of teachers' difficulties in the matter, but some evidently aim at 'getting up' a book or part of a book instead of giving the scholars interest and self-reliance in the exercise of reading.

Writing. "Writing is being increasingly taught as a distinct subject, requiring care and method in all the stages, and not the least in the initial stages. The introduction of the 'upright' and 'Civil Service' styles has contributed to this result, the latter especially having grown greatly in favour. It is still not infrequently the case, however, that scholars are allowed to form their own style, with little guidance, and faults, which could be prevented or corrected by proper care at the beginning, become chronic. For the careless writing which one sometimes finds in examination papers, even of the highest classes, there is really no excuse.

Spelling. "Spelling, which is chiefly tested by the exercises in writing, remains much as before. There seems no royal road to good spelling, and though it is no doubt learned to a considerable extent by the eye, care must be taken to bring in the aid of the memory and the understanding. It is remarkable how long boys and girls will go on seeing simple and familiar words without being able to write them correctly, and it is nothing short of astonishing to find, for instance, over and over again, a pupil-teacher writing at the head of his or her paper, in a clear round-hand—Grammer.

Composition. "Composition improves but slowly, but its systematic teaching is becoming more common. It would, I think, improve more, in many cases, if fewer exercises were given out, and more time taken to correcting them before the class, followed by a careful re-writing. The mere prescribing of exercises which are handed back to the writers with the errors marked, must have but a limited effect. It is gratifying to find occasionally in a 5th Standard, a story reproduced with such variety of expression as to show that the scholars are telling it as one which they have, in a measure, made their own, and are not merely repeating phrases or sentences from memory. The variety sometimes, however, takes the form of amusing alterations of the original story. The letters of the 6th Standard, where each writer has to furnish his own matter, are often enough meagre and formal, though in a pleasing number of cases they show considerable point and freshness.

Arithmetic. "Arithmetic occupies necessarily a good deal of school time, and, generally speaking, with fairly adequate result. It is often charged as a fault against school methods in this subject that few children can solve a simple problem involving the rules which they are supposed to have learned. But granting its

truth, there is less force in the charge than many suppose. As regards the younger scholars especially, the most that can be done is to teach them arithmetical processes, and set them to perform these with accuracy and expedition; the power to apply principles comes at a later age. Undoubtedly, however, more revision with a view to securing the due result of past work would be of advantage, and a much greater combination of mental with slate-work would also be very beneficial. Of 'fingering' and other laborious ways of counting by units it wearies one to speak. That these can not only be dispensed with but also that much better results can be obtained without them is every year amply proved, and yet they hold their ground with disheartening persistency.

Merit certificate.

"I have kept no statistics of the presentations and passes for the merit certificate during the past year, but it is decidedly growing in favour. In Argyllshire the possession of this certificate has been made by the Technical Education Committee of the County Council and by the County Committee on Secondary Education a condition of competing for the bursaries which they respectively offer. I have endeavoured to make the standard high enough to make the certificate of value, and not so high as to defeat the object for which it was instituted. The work of the competitors is often of a very creditable character.

Infant schools.

"The interest in infant school work is still extending. School managers are becoming more liberal in the equipment of infant departments and mistresses, in increasing numbers, are making themselves familiar with the best modern methods, and adapting them, sometimes with marked success, to their own circumstances. There is still room for improvement in many object lessons, which, in both form and spirit, have too much that is traditional and conventional. In not a few infant schools and departments a pleasing feature is the variety and freshness of the children's songs, a contrast to the few venerable, and sometimes rather silly, ditties, which, in certain places, do duty, year in year out, till every child in the locality must be heartily sick of them.

Deaf scholars.

"An oral school for the deaf, which draws scholars from various parts of the country, has for a number of years been conducted by the School Board of Greenock. It has been fortunate in having a succession of skilful and sympathetic teachers, whose work has been attended with very gratifying success. The older scholars are able to converse with their hearing companions, and have made good progress in the ordinary branches of education, as well as in drawing and manual work. A similar school has recently been established in Paisley."

Class Subjects.

The following table exhibits the total number of schools in which the respective class subjects were taken up, and indicates the direction and general quality of the instruction:—

Name.	Number of Departments				Approximate Per-centage of Number of Departments		
	Paid at			Total Number examined.	Paid at		
	2*s.*	1*s.*	0.		2*s.*	1*s.*	0.
English - - -	905	133	4	1,042	86·8	12·7	·4
Geography - -	912	108	8	1,028	88·7	10·5	·7
History - - -	840	123	5	968	86·5	12·7	·5
Elementary Science -	15	4	0	19	78·9	21·	—
Needlework - -	17	1	0	18	94·4	5·5	—
Totals - - -	2,689	369	17	3,075	87·4	12·0	·5

Class subjects. English deservedly holds the first place and geography, as usual, but a only a little behind. History makes a good third, while elementary science is a sorry fourth. The choice of subjects shows little variation, and each succeeding year demonstrates the hopelessness of running elementary science alongside of more attractive rivals. There is little doubt that science would flourish if it were placed on the same privileged footing as needlework, which is usually taken, not as a class, but as a general subject. The advocates of science urge the displacement of history, except so far as it might be provided for in a reading manual. But knowledge acquired in this desultory fashion is found to be both hazy and evanescent. This practice, however, of merely reading history appears to be more common in England than in Scotland, and I may take the testimony of Mr. Scott Coward, who says:—

"Historical books are read in the majority of the schools, but the extraordinary ignorance of some of the simplest facts of history contained in the readers, supposed to have been carefully conned during a whole year, convinces me that we can expect little historical knowledge from that source, and that resort must be had to the special preparation of the children in certain definitely prescribed periods if any results are to be expected."

The tabulated results reveal a close approximation in every subject with those of last year, but it is pleasing to observe that the difference, as far as regards the quality of the instruction, uniformly points in the right direction. The general character of the teaching, as judged by the classified awards, reaches a very satisfactory level, and does not call for much detailed criticism.

Recitation. Recitation is almost always given with perfect accuracy, and in the majority of schools with good expression and appreciative comprehension of the matter. The drawling monotone still lingers in weaker rural schools. The selection of passages is in most, though by no means in all, cases judicious and suitable. The enterprise of publishers furnishes a copious choice, at a moderate cost, of the best specimens of modern poetry.

Grammar. Grammar apart from its direct utility is always worth itself as a mental discipline. It is a subject which tasks more than any other the teacher's skill and constitutes a pretty sure test of the general intelligence of the school, weak grammar meaning more or less weak instruction all round. In parsing there is a tendency to cling to stereotyped formulæ and lose sight of essential points in the iteration of minor details. Analysis, as now divested of its perplexing verbiage, is generally well done, but its synthetic value might be turned to more account as an aid to composition.

Geography. Geography makes progress and grows in favour. The teaching ideal is steadily rising, and the subject itself, if in skilful hands, has a fascination for young minds. There is in general a liberal supply of maps, diagrams, and other kinds of apparatus, and the instruction is occasionally supplemented by photographic views and lime-light exhibitions. In some cases a blackboard is set aside for the purpose of progressive illustration, noteworthy places and physical features being filled in as the daily lessons go on. Schools in which mere strings of names and disjointed facts are glibly repeated are getting fewer and farther between.

History. History, notwithstanding the wider liberty of choice, follows in almost all cases the prescribed periods. Variety of programme, supposing it to be desirable in itself, would involve corresponding variety of text-books and would be productive of confusion in cases where children

migrate from one school to another. In the initiatory standards, where the subject is not intended to be a burden, the personal or biographical element sensibly predominates. Higher up the course of study covers, roughly speaking, three centuries ending with the present time. This profession in its several periods is so far made good that in the majority of schools the higher award is readily earned. Attention is often drawn to the tendency to emphasise minute details and overlook determining causes. But when all is said, there is little doubt that the average 6th Standard graduate takes with him a solid and serviceable framework of knowledge. A foundation of this kind laid early in life is not merely valuable as a preparation for later acquisitions, but essential to an intelligent appreciation of current historical allusions.

Practical cookery makes progress and may be said to be a regular part of the instruction in all the larger and better organised schools. During the past year cookery lessons were provided by the Glasgow Board for all the girls in Standard V. and upwards, and to some extent for the girls in Standard IV., either in their own schools or at special centres. The board have all along aimed at making the classes self-supporting and their efforts in this direction have been at last crowned with success, the income accruing from the parliamentary grant and the sale of cooked articles showing a balance over expenditure of 93*l*. Practical cookery.

Laundry work makes, for a comparatively new subject, hopeful headway. It has been provided for in a dozen Glasgow schools, the instruction being as yet confined to girls in Standard VI. and upwards. Laundry work.

Manual instruction continues to engage attention, but as this branch comes under the cognizance of the Science and Art Department, I can only speak of it from second hand information. The activity of the Glasgow Board in this direction is shown in the following extract from a recent return :— Manual instruction.

"In March last the boys attending the manual instruction class in the city school were again examined by the Inspector of the Science and Art Department. The work submitted by the boys was considered very satisfactory, and the highest award—'excellent'—(7*s*. per scholar) was received. The grant was claimed on behalf of 92 scholars, and amounted to 32*l*. 4*s*.

"The board have erected a special building at Dalmarnock School for manual instruction, and the boys in the upper standards attending eight schools in the Bridgeton district have received instruction at that centre during the year. The scholars in a number of these schools were recently examined by the Inspector, and the board are glad to state that the highest award—'excellent'—was received in each case. The board have now three teachers engaged in the work of the classes, and the number of scholars at present in attendance at the two centres is over 600. It may be mentioned that the board are erecting special buildings at Dovehill, Whitehill, and Woodside Schools for the teaching of this subject, and it is expected that they will be ready for occupation in the course of a few months. It is intended that the scholars in a number of schools should attend at these centres and receive instruction."

Mr. Bathgate :—

"The instruction in these subjects is generally so good as to justify a recommendation of the higher grant. In the annual report there remains the seemingly less gracious duty of pointing out such faults as still exist.

"In English a proper selection of poetry for repetition, graded to the powers of the successive classes, is not unfrequently wanting. For this the headmaster is responsible, and greater attention should be paid to it. Many of the reading-books contain a sufficient number of suitable pieces of poetry. Where they do not it would be well to provide a small book of poetry for the class. This would be much preferable to the cards or sheets with a passage of poetry which are sometimes used. These are published by some of the best houses, but their overloaded explanations seem intended to obviate all mental English.

effort on the part of teacher or scholar, and must finally fill the pupils with disgust. Greater accuracy in getting up the very limited portion for repetition is also wanted. Surely in a passage of 100 lines the scholars should be able to spell and parse every word. Sometimes, unfortunately, they cannot. As my assistant, Mr Miller, puts it:—'A girl repeats in a pleasing tone, and 'with seeming appreciation and admiration:—

Bird of the wilderness
Blithesome and cumberless.

'She is asked to spell the first word of the second line, and somewhat hesitatingly gives forth *Blatsum*. Another scholar, a boy this time, recites with clear enunciation, and the subdued martial ardour of the soldier who knows that the issue of the battle is still doubtful:—

"'Tis morn, but scarce yon level sun
Can pierce the war-cloud rolling dun.'

'He is asked to spell the last word of the second line. *Done*. 'What 'part of speech is it?' 'A verb.' In this restricted field it should not be left for the examination day to reveal such inaccuracies.'

Grammar. "The teaching of formal grammar seems to be falling off in a good many schools, especially the Roman Catholic schools. No doubt there are additional demands now made in the way of elementary composition, mental arithmetic, and class lessons, not to mention manual instruction, cookery, and laundry work in board schools. But a good deal might be done by concentrating attention on the most important features of grammar, and teaching them thoroughly. If this be not done it would be better to abandon the formal teaching of the subject altogether. A higher standard will in future be required for the higher grant.

Geography. "In geography the teaching seems as good as formerly, but I think the grasp of facts is less common among the pupils, especially the girls, than it was a few years ago. Whether this is due to the introduction of so many new subjects for girls I hardly know, but it will be an interesting subject of inquiry. I am certain that there is less revisal of previous work than there should be. Thus it is not uncommon in the 4th Standard to find the girls almost totally ignorant of the Scotch geography which they were supposed to have acquired in the 3rd Standard; and in the 5th Standard the knowledge of the British Isles is apt to be deficient. As a remedy for this I would suggest that in the 5th and 6th Standards map-drawing of the countries studied in the 4th and 5th respectively should be an essential part of the requirements. Thus in the 5th the maps of England, Scotland, and Ireland should be required, and in the 6th those of parts of Europe, Australia, and Canada should be part at least of the requirements.

Elementary science. "During the year two additional schools have taken up the subject of elementary science, and the lessons given have been well arranged and instructive.

Manual instruction. "The systematic teaching of manual work goes on actively in the Preston Street centre. I have twice visited it during the year, and I believe the work is carried on with much ability and intelligence by the instructor, Mr. Norwell. The exercises are meant to be educative, and as little time as possible is spent in the repeated production of articles with which the scholars are already familiar. As Mr. Norwell points out, every exercise provides a good lesson in drawing to scale. The exercises are a careful training in measurement and in the sense of form. There is systematic practice for hand, eye, and muscle. All the exercises, including the drawing, can be done in two hours; they are well within the capacity of the average scholar in the 5th Standard, and if the scholars are diligent the whole course of work can be completed within a year."

Mr. Boyd:—

Class subjects. "The main fault in the teaching of class subjects is narrowness. Some teachers seem to set up for themselves certain limits beyond which they think it unsafe or unnecessary to pass, and while they work within these limits with commendable zeal the intellectual result is not encouraging. They under-

estimate the powers of the children, and make no account of the attractiveness which can be given to a subject under more elastic and expansive methods. In other cases, however, and these fortunately not few, either in small schools or in large, the way in which these subjects are handled deserves cordial praise.

"The repetition of poetry generally follows the style of reading, though in some schools it is superior to it. The pieces chosen, while not objectionable in themselves, except, perhaps, on the ground of over-simplicity, sometimes become so from their adoption year after year. The children have heard them so frequently repeated by the classes in advance of them that they are already more or less familiar with them when the year's work is begun. The mere learning of 'meanings,' apart from the comprehension of the matter and general scope of what is read or repeated appears to die hard, if, indeed, it is to die at all. Grammar holds substantially the ground it has hitherto occupied, showing no falling off and but little advance. Less importance, however, than formerly seems to be attached to the learning of formal rules, and more to engaging the interest and common sense of the scholars. The best use is not always made of analysis of sentences, which by skilful teachers is generally made the key to the whole subject. In the earlier stages, especially, the children's conceptions of the leading parts of a sentence are obscured by a multiplicity of detail. It would be well if some earnest young teachers would avoid trying to impart to young scholars all that they themselves know of the subject. Recitation. Grammar.

"In geography much satisfactory work is done, though in the lower standards it is apt to be too formal and dull. In the Neilson Institution, Paisley, the senior classes take up the subject in its commercial aspects, and the example might be followed with advantage. It is only in comparatively few schools that one is able to commend the map-drawing. Geography.

"History keeps its place as a class-subject, and especially when linked on, as far as possible, to geography, is an interesting and useful one. The lines generally followed are those laid down in a former Code, but I have approved without hesitation new schemes which implied honest and intelligent work. The manner in which some teachers infuse life into this subject, by supplementing the necessarily brief narrative of the text-book from their own reading, is much to be commended, and makes one wish the practice were more general. I am not able to agree with those who speak depreciatingly of the value of history as a school subject, and would see it displaced without regret. No one supposes that in its higher aspects it can be taught to children, but about the manner in which the subject may be, and often is, presented to them there is nothing occult or abstruse. We must teach history if we are to have intelligent and patriotic citizens. Without some knowledge of it we can seldom fully understand the allusions in an ordinary newspaper. History.

"The schools in which elementary science is taught are not numerous, but the teaching is almost invariably based on sound knowledge, and illustrated by suitable appliances. In several instances the work of the higher classes has special relation to the prevailing industry of the place.

"Needlework, though not very often taken as a class subject, continues to receive very careful attention, and is usually well taught. Even in the remoter localities, where teachers of the subject are not easily obtained, progress is being made, though failure on the part of the managers to see that suitable material is provided is still, in some cases, an obstacle to improvement. An interesting experiment made last autumn under the auspices of the school board of Acharacle is worthy of mention. An exhibition of needlework, open to all the schools in the parish, aroused much interest, and gave an evident stimulus to the instruction."

Mr. Waddell:—

"Of the class subjects proper the order in number of professions if not in efficiency of results is geography, English, history. All are well-taught in the sense that great care is generally taken with them; but in many cases—as is of course inevitable—the instruction assumes a somewhat rigid and mechanical form. It may be doubted whether in any class geography is taught with more stimulating effect than in the two youngest, and it is always Class subjects.

examined with the assistance of the blackboard. In all good schools the little children understand quite clearly how to find the cardinal points for themselves, and where the onlooker is supposed to be placed in reference to a map; and they follow with interest the plan of the building as it is gradually worked out with chalk. In the 2nd Standard, again, the children know quite well the shape and composition of the earth, its character at the equator and the poles, and how the difference may be accounted for. From the position of the sun relatively to us they can infer that we are north of the equator, and they follow with intelligence the construction of a sketch map on the blackboard. In the senior classes map-drawing on slates is generally pretty good, sometimes excellent, and the exercise is never omitted. In English the poetry is almost always carefully prepared, and in the best cases very expressively repeated. Grammar is undoubtedly well-taught, and in a way which justifies the time devoted to it. I find no difficulty in getting from a senior class a series of cognate derivatives from a given word. Apparently the most difficult test of all in English is that of paraphrasing in familiar language a phrase or sentence, as distinguished from giving a synonym for a hard word. No doubt this circumstance is due to the fact that many teachers are quite satisfied with the latter exercise as a substitute for the former. The point in English which, in common with my colleagues, I most regret to note, is the perverse choice too often made of pieces for repetition, more particularly in the case of the junior classes. It is one thing to search for simplicity; it is another to find it in mere common-place rhymes. If poetry be 'expression for expression's sake,' then no child should be compelled to burden his memory with verses which express little or nothing, which do not even contain a good joke, and which he is made to learn merely because some editor has happened to interleave them with the prose lessons in a particular publication. History, while most faithfully taught, is treated too much in undistinguishing detail, and with too rigorous an adherence to the sequence of dates. A teacher when examining his class begins either with the first fact in his period, or with the first fact suggested by the Inspector, moves steadily and slowly forward, and at the close of the available time has scarcely overtaken the events of 15 years. The portions of history professed in Standards I. and II. vary a good deal, and are tending in some cases to become less in amount than is reasonable."

Mr. Marshall:—

Recitation. "There is no recitation of prose, and very properly as it seems to me; even at the pupil-teacher's stage it is flat unless it be a passage from Shakespeare. But there is far too little poetry overtaken in the school year. The teacher finds it difficult to keep up the pupil's interest where the work does not cover a school year. At least 200 lines can readily be got up, and the poetry should be spread over all the school year. The infants show lively interest in nursery rhymes, action poems, and no one who has not seen it will believe that the dramatic sense is so early developed. Certainly works should be chosen that lend themselves to dramatic effect. I regret that the poetry is poorly chosen, although this is the day of cheap books. The recitation has great effect on the reading; indeed, in no two branches is the necessity of articulation better seen. Mechanical recitation is not to be commended, that is, where the child repeats so many lines with no interest or taste and with little understanding of what he is saying. The work should be thoroughly appreciated before it is committed, but it should not be made a school for analysis and parsing. In the infants, I. and II., the form is everything, and there should be no attempt to read between the lines. In III. and IV. grouping is the main desideratum coupled with due regard to tone and emphasising of what is pregnant. In V. and VI. there should be genuine appreciation of the work. On the formal side expression and modulation should receive regular attention; on the material side the main ideas, their growth, and their connexion should be clearly traced.

English. "The English proper embraces (according to the Fifth Schedule) repetition and grammar. The reading is detached and not recognised as a class subject. Most teachers will admit that the reading has entirely changed its character by being made an end in itself. The recitation suffers in some sort from being associated with the grammar, and so does the English

"The periods in history are much the same as in the old Code, where a four years' course was laid down. The 3rd Standard generally gets Bruce and Mary, and in I. and II. short biographies are chosen sporadically. In IV., the period from 1603–1714 is almost universally taken up, although there is a tendency to stop short at the Revolution. In V. and VI. there is no variation. The V. undertakes the epoch 1714–1820, and the VI. the period from 1820 to the present time." History.

Mr. Harvey:—

"Grammar and the allied subject of composition have not suffered by the removal of individual tests. There seems now, on the contrary, to be greater elasticity in both these subjects in V. and VI. As has often been pointed out, the great secret of success is to begin drill in analysis and the formation of sentences as early in school life as possible. The teachers fully recognise this fact and since the work in other subjects demanded from I., II., and III. is not by any means excessive, more time than formerly is given to grounding the pupils in grammar and composition. Grammar and composition.

"Repetition, if carefully taught, is a valuable aid to reading, but in some cases the teaching is perfunctory, and the passages are learned by rote and recited in a sing-song way, without proper appreciation of their meaning and with no real expression. In standards above III., Scott's poetry and pieces of the same rhythm should be avoided. There is an irresistible cadence in the lines that inevitably sends the youthful reciter jogging along in an easy, smooth expressionless sing-song; in such pieces there is also too little scope for intelligent explanation. Repetition.

"Gray's Elegy is often chosen, but splendid as the poem is, it is hardly suitable for children; the meaning is too recondite for their comprehension, Goldsmith's 'Deserted Village' is one of the most suitable for Standard VI. Passages from Shakespeare should not be attempted except in ex-VI. Occasionally I have heard some of his more famous speeches rendered by the senior scholars. It is indeed easier to say what is not than what is well suited for IV. and V. A piece of poetry describing a scene in the retreat of the French from Moscow is of all I have heard repeated the freshest and best for Standard V. It can only be mastered by steady work throughout the year, and, while it does not go beyond the comprehension of young children, it makes a considerable demand on their intelligence. It would be a good plan for teachers at their meetings to give in lists of such poetical selections as they have found suitable for the various standards."

Mr. Fraser:—

"English (with grammar), geography and history still constitute the most popular series of class subjects. Sewing (for girls) occasionally takes the place history, and in about half a dozen Glasgow schools the latter subject has been discarded for elementary science. Though the importance of history appears to be recognised by the introduction of historical readers, it appears strange that among the schools selected for the new experiment are those that have been set apart for secondary education and that present pupils for the leaving certificate. A knowledge of the history requisite for this examination is supposed to be imparted after the pupils leave the standards, but my own impression is that the pupils, having other subjects on their hands, will find the lack of previous instruction in this subject to be a distinct loss. History.

"The results brought out by oral examination in history bear favourable comparison with those of former years; answering is often brisk, accurate, and well diffused. Although a good deal of the information imparted will vanish with the years, one feels warranted in believing that the knowledge of the main current of events will survive, and prove of great value for the understanding of social and political questions as well as for the guidance of life. In some schools, it is true, the subject languishes, perhaps because class teaching obscures the ignorance of individual pupils; chiefly, however, because traditional methods of teaching are still in vogue. Results.

"Somewhat of the tedium associated with the learning of this branch of knowledge would be lessened if more use were made of oral instruction. As a matter of fact, the real instruction should always be oral, the text-books Method of teaching.

being used simply for reference and recapitulation. The contents of history are vaguely apprehended, not because of any difficulty in the process, but because the teacher is not so solicitous of explaining historical terms as he feels bound to be in the reading lesson. In teaching history he tends to confine himself to the words and phrases of the text-book, without perceiving that his pupils have an indefinite, if not an erroneous conception of their meaning.

The tyranny of dates

"In some quarters it is supposed that the Inspector takes a cruel delight in fatiguing and exhausting lists of names and dates, and that it is the unhappy lot of the intelligent teacher to satisfy his appetite for this kind of food. Wherever history is taught with indifferent success, recourse is had to this conventional outcry. In cases where dates are felt as an intolerable burden, the best plan would be to profess a certain number of them on the day of examination. This method of procedure would enable the teacher to devote most of his time to the teaching of his subject in a rational manner, and the insubstantial bug-bear which he so much dreads would vanish into cloudland. The acquisition of a sufficient number of important dates is not so arduous for children as it is for grown-up men and women.

Remedy

The value of history as a school subject.

"The meagre results obtained in some schools in history constitute an argument for change of method and proper selection of materials, but not for its abolition from the school curriculum. The boy who leaves school without knowing anything about the struggle for constitutional liberty in the reigns of Charles I. and James II., the Scottish struggle for religious independence at the same time, the story of the American War, the inter-relations of this country with continental nations, the abolition of the Corn Laws, and the like, is only half educated. The history of his nation is for him more important, perhaps, than a quasi-scientific knowledge of the properties of matter and the life history of a cockroach. The children of to-day are the men and women of to-morrow. To them will be presented for solution the social and political problems of their time. No exact guidance for the future can be obtained from a knowledge of the past, but as a record of failure or of progress it contains materials for the reflective process on which all sound judgment is based.

"Professor Huxley, in vindicating the claims of science as a school subject, draws attention to the importance of impregnating the rising generation with knowledge by which the arguments of the hygienic reformer can be understood. His words are equally applicable to that knowledge of the past which enables the modern citizen to estimate at their proper value the theories and proposals of to-day. And without a knowledge of the heroisms by which the British Empire has become what it is, patriotic feeling and the virtues that spring from it are apt to perish from lack of nourishment.

"It is often said that history can be learned quite well after boys leave school. But the returns of our public libraries show that books of history are very rarely read in after-life, and if this state of things is characteristic of the class of people that patronise these institutions, what is to be said of the great masses of the population whose only literature is the evening or the weekly newspaper?"

Music.

The following grants were paid under Art. 19 A (2):—

	No. of Schools paid at the Rate of		
	1*s*	6*d*	0
Older pupils - - -	855	161	12
Infants - - - -	131	4	0
Totals - - -	986	170	12

Singing is almost always professed, and singing by notes is steadily superseding singing by ear. The tonic sol-fa method holds the field. It is admittedly the best for vocal purposes, and is an invaluable aid to the study of musical composition and harmony. In Glasgow, where the instruction is directed by a skilful body of visiting masters, excellent results are obtained all round. Due attention is paid to voice production, and songs are sung with great accuracy and good tone, while ear and other tests are, as a rule, very well answered.

Mr. Bathgate :—

"The progress in this subject is generally well maintained in my district. The country schools and the Roman Catholic schools have made a distinct advance in knowledge of notation, in which the Glasgow Board Schools have always been proficient. Refinement in the rendering of songs is less usual, and I cannot say that it is becoming more common. This is to be regretted, as the simplest of music has an aesthetic power when perfectly rendered; and, as a matter of fact, school children have frequently powers of reading music that enable them to sing pieces performed by professional choirs. It cannot be denied that Scotland stands at a disadvantage in this respect. To mention only one consideration, there is an absence of such musical tradition as is created in England by cathedral choirs and handed down by parish and other choirs to the schools. It is in partially supplying such deficiencies that the services of proper visiting masters in music are specially useful. The Glasgow Board have this year made the experiment of dispensing with a visiting master in some of their schools. I have not seen enough of the results to speak fully of them, but shall, no doubt, be able to do so next year. There can be no question of the great value of a good visiting master, but he should be most carefully chosen. He should have an extensive knowledge of music, some power of discipline, a special gift of imparting method, and, what is perhaps rarest of all, a fine taste in music.

"In connexion with this subject I cannot refrain from expressing my sense of the great loss sustained by the cause of popular music in the west of Scotland by the untimely death of Mr. W. M. Miller. Her Majesty's Inspector of Music has spoken of his services to the Free Church Training College; and as he was visiting master for almost all the board schools in the large division of Glasgow in my district I well knew his work in this capacity. Mr. Miller had a remarkably wide acquaintance with music and musical literature, and showed great versatility in selecting and adapting music for school purposes. He had also a unique power of communicating his method to teachers, a method, the open secret of which lay in presenting fresh difficulties in every possible approach, till these disappeared in the confidence and knowledge of the pupils. Being a man of great energy, a vigorous conductor, and an enthusiast for the sol-fa method, he had great influence in propagating that system, and may fairly be called its apostle in Scotland."

Mr. Fraser :—

"On this subject, considering the high degree of excellence it has attained in most of the schools at least in the city of Glasgow, little can be said that is not of a complimentary character. A good volume of sound can almost always be obtained, as there is no exercise in which the children take more delight than in the singing lesson. Their pent-up spirits have here a convenient outlet, and when the opportunity is given for a *fortissimo* or a *crescendo* it is fully taken advantage of. It is more difficult to obtain those qualities of tone, rhythm, and melody that are necessary for an adequate interpretation of all parts of the song-sentiment. The more delicate shades of expression are hardly to be expected in the majority of schools, as they depend on a quality of voice that cannot be obtained under existing physical conditions. The music master also is unable to devote his time to individual voice production.

"It is certain, however, that a vast improvement has taken place in the manner in which songs are sung in the Glasgow schools. The music masters under the Board have given special attention to softness and refinement of tone during the past year, with the result that harsh and strident voices are no longer in the ascendant. This is true even of infant schools. Impr in tone.

"In the upper classes of certain town schools, songs are rendered with exceptional spirit and artistic finish, and in others the singing is at least careful, correct, and fairly enjoyable. Modulator and time exercises are usually well done. Sight-singing in harmony both from the modulator and the blackboard is often surprisingly good, even in Standard III.; and ear tests are performed generally in a satisfactory manner, and frequently with astonishing accuracy."

X.—Needlework.

The last re-adjustment of the class subjects has resulted in the general displacement of needlework; but the change only alters the manner of its presentation, not its efficiency. In Glasgow the instruction is greatly encouraged and stimulated by the prospect of prizes, which are awarded at the date of inspection, in the proportion of one to ten in each standard. The amount spent in this way last year was 192*l.* 13*s.* 5*d.* The requisite industrial material is provided by the board, and, when the original cost is refunded, the garments into which the material is converted become the property of the parent. The amount received from the sale of garments last year was 892*l.* 10*s.* 4*d.*

Specific Subjects.

The specific subjects are shown in the Appendix in detailed form for each district of the division, but the subjoined table gives the aggregate presentation, and exhibits at a glance the extent to which the respective subjects have been taken up. To facilitate comparison alike as regards progress and direction the figures for the preceding year are placed alongside:—

Year.	Mathematics.	Latin.	Greek.	French.	German.	Agriculture.	Domestic Economy.	Shorthand.	Animal Physiology.	Mechanics.	Magnetism and Electricity.	Book-keeping.	Botany.	Navigation.	Gaelic.	Chemistry.
1893-4 - -	5,542	4,155	154	9,701	1,097	2,510	8,292	1,041	319	96	111	712	7	63	192	48
1892-3 - -	5,577	4,340	126	9,411	828	2,565	8,752	967	371	111	94	500	8	94	187	40
Increase -	—	—	28	290	69	—	—	74	—	—	17	212	—	—	5	8
Decrease -	35	185	—	—	—	55	60	—	52	15	—	—	1	31	—	—

General results.

The specific subjects hold their ground, the variations in the several branches leaving a respectable balance on the side of progress. French, as last year, heads the list, and again shows an appreciable increase. The instruction, now that the subject is engaging universal attention, is steadily falling into more competent hands, especially in town schools. It is becoming the exception to find a teacher who has studied French "without a master," taking charge of the subject simply because it fits in with the rest of his work. Domestic economy, though declining, is still, and that by a long way, second favourite. It is in its proper place when it supplements, not when it supplants, practical cookery. The decrease in the number of examinees in Latin is probably due to the freer transference of such scholars to higher class schools. Book-

keeping and shorthand make headway in commercial centres, and agriculture grows in favour in rural localities. Animal physiology re-appears, but only to a trifling extent, in two districts. It is a subject which should be taught, if taught at all in mixed schools, in a special room reserved for the somewhat ghastly diagrams by which it is commonly illustrated.

Leaving certificate examination.

The specific presentation, large as it is, by no means indicates the full amount and quality of the advanced work. In many schools—and the operation of the so-called equivalent grant is adding to their number—the instruction is carried a good way beyond the specific requirements, and in its higher flights is appropriately tested by means of the Leaving Certificate Examination, which is now open to all schools. The detailed results of this examination are issued only to the managers of the respective schools, and cannot therefore be exhibited in tabular form for the division. I venture however to subjoin, by way of sample, a summary of the results achieved in the Glasgow and Govan schools that are nominally ranked as elementary and distinguished from purely higher class schools. The total certificates gained by these schools last year amounted to 949, the various grades being represented as follows:—In Glasgow schools, 3 honours grade, 45 higher grade, and 420 lower grade; in Govan schools, 19 honours grade, 55 higher grade, 407 lower grade.

Mr. Boyd:—

"The number of presentations in specific subjects for the year was 8,180, and the number of passes 6,919, the corresponding figures for the preceding year being 7,424, and 6,098. French shows the largest increase, the presentations having risen from 1,726 to 2,012. The steady advance of mathematics is gratifying, the number having risen from 986 in 1892, and 1,111 in 1893, to 1,223 last year. Latin remains all but stationary both in the number of the schools taking the subject and in the number of scholars, the figures for the year being 80 and 1,046 respectively. Greek was taken in 14 schools by 50 scholars, and German in 12 schools by 215 scholars.

"Agriculture shows a significant increase, the number of schools in which instruction in this subject is now given being 43, and the number of scholars 525—an advance from the preceding year of 11 schools and 113 scholars. Shorthand and book-keeping are also increasing in favour in town schools, but navigation and mechanics show a decline. Animal physiology, under an advanced two-years' syllabus, is taught in the Neilson Institution, Paisley. The number of girls taking domestic economy, after falling off for two or three years, has again risen considerably, being for the year, 1,949. The teaching of cookery is rapidly extending, and its sensible and practical character is being well maintained.

"As secondary education forms the subject of a separate report to Parliament, it is unnecessary to say much here regarding the schemes of the county committees. These have called forth much interest and no little criticism, especially as regards the scheme for Renfrewshire, objection being taken on the one hand to the inclusion of other than the secondary schools, and on the other to its limitation to certain selected schools. Some difficulty has also been raised by the not unnatural, though not very worthy, jealousies existing between localities and between schools. The schemes, however, are, as a rule, being loyally and liberally carried out by the school boards concerned, and are already bearing fruit, both in extending the benefits of a more advanced education to a greater number than before, and in giving increased system and purpose to that education throughout the schools. In Renfrewshire the Leaving Certificate is being kept in view by all the schools aided by the committee, and already in addition to the secondary schools in Paisley and Greenock, and to the Neilson Institution, Paisley, Queen's Park School, near Glasgow, and Holmscroft School, Greenock, which have well-equipped higher departments, the examination has been taken with gratifying success by Grahamston Public School, Barrhead, and Jean Street Public School, Port Glasgow.

"In Argyll, notwithstanding the limited amount of money at the disposal of the Committee and the grave difficulties caused by the configuration of the county, the prospects are very encouraging. In 1894, in addition to the three main centres of Campbeltown Grammar School, Dunoon Grammar School, and Oban High School, the following public schools presented scholars for the Leaving Certificate, viz.:—Ardrishaig, Bowmore, Cornaigmore (Tiree), Easdale, Lochgilphead, Tarbert, Tobermory. The total number of certificates gained was 275. Of this number Campbeltown Grammar School, which has for a long period been virtually the secondary school of the Kintyre district, claimed 81, 21 being of the higher and one of the honours' grade; Dunoon Grammar School obtained 59, and Oban High School, which has made great progress in the face of difficulties, took 51, of which 6 were of the higher grade. The beginnings in some schools are, no doubt, of a modest character; but from the quickened interest manifested in various ways and at different places throughout the county, there seem to be substantial grounds for the hopes of progress which are generally entertained."

Mr. Waddell:—

Specific subjects.

"In specific subjects 2,525 (2,412) pupils were presented by 74 schools; and of these 2,051 passed, or rather more than 81 per cent. The figures represent a fresh increase of over one hundred. No less than 13 subjects are included in the list, though some appear in very small numbers; all of these show two stages and all except two show three. Among those which may claim some considerable popularity, the order of preference is domestic economy (620), French (414), agriculture (386), mathematics (358), Latin (271), shorthand (136), book-keeping (120), magnetism (98), physiology and ambulance (72). In all these full three stages appear, and the list exhibits a satisfactory mingling of things new and old. The intrinsic value of the last subject would justify a higher place for it in public favour. I have seen it taught in a very efficient and practical manner. It is perhaps too soon to look for any result of the operation of the fund administered by county committees; but an increase in presentations may not improbably follow from it at an early date. In the ranks of primary teachers there are not a few who not only can, but from circumstances must, provide higher instruction, if their pupils are to receive it at all. But, in the majority of cases, if a higher subject is to become more than a private hobby, such men will find either that it will interfere in some degree with their more urgent duties, or that in vindicating its priority in their own minds it will drive them ultimately within the pale of the secondary school."

Mr. Harvey:—

"The county committee grant has occasioned some stir in schools intending to impart secondary or quasi-secondary education.

"In Wigtown a suitable addition to the Burgh School is in process of erection. It is the intention of the board to appoint an additional assistant, and to allow the headmaster to devote his whole time to the teaching of secondary subjects. It is not probable that the instruction will go much beyond the third stage of specific subjects in the Code. Children of the wealthier classes will, as formerly, go for secondary education to the larger towns. The board have very wisely remitted fees, and there is, therefore, here a chance for the children of the poorest parents in the vicinity obtaining a good education extending for three or four years beyond Standard V.

"The great reproach of our new system is that pupils of eleven or even ten years of age) complete their education at the compulsory standard. No wonder if they are found to be in a surprisingly ignorant state three or four years afterwards, and no wonder if the work in the continuation schools consists in drill in the elements of arithmetic and composition. The funds at the disposal of the County Committee have afforded a splendid opportunity of removing this blot from our educational system. The Wigtown Board have done their part, and it is to be hoped that parents of the working classes will avail themselves of the chance of giving their children a fair start in life. The petty earnings that can be made by a child from eleven up to fourteen or fifteen years of age are surely not to be put in the balance against the advantages of a thorough grounding in education. In future years, too, should

technical or higher education be required, a well-grounded ex-VI. pupil can take advantage of the opportunities now so freely offered in the large towns, while a mere elementary pupil, who has left the day school at an early age, finds himself handicapped in his attempt to make progress in technical knowledge. The same facilities as at Wigtown are open to the poorest pupils in Maybole, Girvan, and Cumnock."

Mr. Fraser:—

"Instruction in Latin, Greek, modern languages, and mathematics is now largely confined to several of the largest public schools in Glasgow, in which the school board has established higher departments. Pupils are presented for the Leaving Certificate from these schools, and the results are encouraging. A few of the ordinary schools still attempt specific subjects with very creditable success. The upper department of Garnethill Public School has now been converted into a girls' high school, for which a brilliant future is anticipated. In Bute, excellent work is done in the higher subjects by the secondary department of Rothesay Academy, and on the borders of Dumbartonshire the academy at Lenzie provides very efficient instruction of the same kind."

Evening Schools.

Evening continuation schools constitute attractive and serviceable sequels to the day schools. They are steadily advancing in numbers, and presumably in efficiency, and are sensibly shaping themselves in accordance with varying local requirements. They have been placed on a better financial footing, the grant alone constituting a liberal endowment, and, as a consequence, they have pressed into their service an ample and competent teaching staff. The abolition of the age limit is a privilege which has been largely taken advantage of by men and women who desire to revive or extend their school acquisitions, or to improve their technical skill in the work lying to their hands. It is by no means uncommon to find among the most industrious learners men who in years are approaching the further limit of middle life. In one school a class of 22 men averaged 30 years of age. It is the practice of the Glasgow board to set apart a special room and a special teacher for adults wherever their numbers warrant such an arrangement. The teaching in such cases is for the most part tutorial and individual.

There is no grade in the ranks of labour which does not furnish resolute seekers after self-improvement and betterment in life. An underground navvy who had set his mind to gain a better job resolved to qualify himself for the lighter post of a car conductor. Last winter he attended an evening school almost without a single absence, and toiled nobly at such elements as were essential to the attainment of the object of his ambition. In a Catholic school one or two mothers, who were regular attendants, were sometimes forced to bring their younger children, who sat on the seat beside them, while they themselves were wrestling with the initial difficulties of reading, writing, and ciphering.

It has been customary for the Glasgow board to furnish a census of the scholars attending ordinary or advanced evening classes at a given date each year. The last return, taken on 30th November, showed an aggregate attendance of 12,383, the corresponding figures for the previous year being 11,083.

Mr. Fraser draws attention to the advanced profession in the superior type of Glasgow schools, and Mr. Wilson contributes the following notes on the work done in schools of less pretension:—

"Another great gain lies in the teaching of subjects useful in the avocation of life, especially of womankind. Cookery and dressmaking were naturally the first favourites. Laundrywork and cutting out underclothing had

many devotees, while shorthand and book-keeping, which under the old Code were in great favour, continue to appeal to large numbers of younger men and women who are looking forward to situations or advancement as clerks or shopkeepers. In the country schools, again, one lesson per week in singing was often successfully held forth as an inducement to attend the evening school. In a few city schools typewriting has proved a most attractive subject this winter.

"In a very few schools there have been exhibitions of limelight views, but more as entertainments to encourage good attendance than as directly bearing on the education of the schools. At the same time there can be no doubt of the healthy stimulating effect of such exhibitions on the general intelligence of the students.

Reading. "Reading especially was improved in intelligence by being freed from a pass examination. The teacher was at liberty to discard the ordinary reading books and take up a story, or the newspaper, or a magazine, a supply of the back numbers of some magazines being readily given by some editors.

Arithmetic. "In arithmetic there was usually less ground gone over, but the rules which were applicable to the trades of the majority of the class came in for special and more exhaustive treatment, and higher arithmetic, which was never touched in ordinary classes under the Code—such practical every-day sums as average, per-centage, profit and loss, mensuration, and sometimes even stocks—was regularly taken up in the more advanced classes.

Handwriting. "The improvement in handwriting of the last few years was well maintained. Uniformity is, as a rule, aimed at, and the progress which a new pupil makes in adopting the upright or the Civil Service style is almost phenomenal.

Composition. "Composition is the least satisfactory subject in the evening as in the day schools. The commonly adopted half-hour lesson in each subject was too short for real progress in such a subject as composition. The few minutes' instruction in sentence formation at the beginning of the lesson, the announcement of the subject and directions as to its treatment left much too short a time for pupils' practice.

"It would be difficult to speak too highly in praise of most of the classes devoted to practical subjects, shorthand, book-keeping, cookery, laundry work, dressmaking, and cutting out.

"It is to be hoped that in a very few years the numbers in the standard subjects taken up in the day schools will decrease, and that there will be a corresponding increase in the numbers in higher subjects and technical classes."

Mr. Fraser :—

"After a full year's working of the new Evening School Code several points strike an examiner. My experience, it may be stated, is confined to six evening schools, in four of which the instruction is chiefly of an advanced kind, and the points I refer to are the large increase in the number of students—4,656 pupils were enrolled in the schools I examined—the wide range of age and vocation, the variety of the subjects taught and the difficulty of estimating results, especially in terms of a graded payment. In regard to this last point I may mention that while note has been taken of the character of the teaching, the exercise-books of the scholars and their responsiveness in class examinations, great assistance has been obtained in forming conclusions from a practical acquaintance with the methods and results of the teachers in the day schools. The greater proportion of the evening school teachers is supplied by the day schools, and while this is in some respects unfortunate for the teachers themselves, it is in most cases a guarantee that the work will be well done.

Increase in attendance. Causes. "The outstanding fact in connexion with evening schools is the enormous increase in the attendance. This is due to several causes, partly to the enlargement of the range of subjects, including the introduction of recreative subjects, partly to the abolition of the age limit, and to some extent to the abolition of fixed written examinations on stereotyped schemes of instruction. It is not difficult to understand how attendance in former years was injuriously affected by individual examination, particularly in the case of older pupils. To earnest, hard-working lads and girls who were studying for a definite purpose, these examinations did not matter very much: they rather gave definiteness and solidity to the work; but to the scholar who required to be

attracted to the evening school they mattered a great deal. Even under the present regulations, which are beyond all doubt sufficiently elastic, injudicious examination on the part of teacher or inspector would probably deter many of the adult pupils from attending evening classes. Except when the teaching takes the form of lecturing, grown up men and women, if not specially courageous, will hesitate to take advantage of what may be termed catechetical teaching, and their sensitiveness and lack of mental flexibility ought steadily to be kept in view. Individual deficiencies can be revealed without being exposed. After the novelty of sitting on school benches has worn away, there is no doubt that the adult pupil will be attracted in still greater numbers. Even as matters stand scholars above 21 years of age form about one-fourth of the total number enrolled in the High School, and about one-sixth in the City School. Adult scholars.

"The average attendance of an evening school, unlike that of a day school, is not even an approximate guide to the number of enrolments or to the percentage of absentees. Apparent disproportion between average attendance and actual attendance.

"Thus to take a single case. In the High School on Monday evening there are 17 classes taught between 7 and 10 p.m. These may be attended by 17 sets of individual pupils which would give an average attendance of only 5·6.

"In point of fact average attendance at an evening school can only mean the average number present during each hour of teaching, and not the average number in actual attendance every evening.

"The attendance in the Glasgow advanced evening schools is materially influenced by bursaries or scholarships awarded by the City and General Education Endowment Boards, and by money placed at the disposal of the School Board by the Burgh Committee on Secondary Education. One hundred and thirty bursaries were awarded by the first named last year, 50 for scholars commencing to attend, and 80 for scholars already attending advanced classes. During session 1893–4 also, the Marshall Trust paid the fees of several hundred scholars who had left the day school after passing Standard V., and were desirous of prosecuting their studies further in evening schools. Inducements to attendance.

"Punctuality, while not exactly a virtue in connexion with evening classes is, considering all the circumstances, satisfactory. In some schools a certain amount of time is allowed for assembling before the roll is marked, and as a rule lateness is due to causes beyond the control of the scholars. Message boys, for example, have to finish their errands, and shop lads have to see all customers served before they can attend school. The leakage of attendance that occurs in these cases is partly remedied by marking the roll every half hour. Special attractions such as concerts militate somewhat against regular attendance, and the youth who goes to school because his father compels him is also frequently a source of loss of revenue. Punctuality and leakage.

"If scientific, technical, and recreative subjects are left out of consideration, the order of popularity of the branches taught in advanced evening schools in Glasgow may be indicated by the following table of enrolments:— Subjects in the order of popularity.

Shorthand	1,149
Writing and book-keeping	985
Arithmetic and mathematics	837
French	308
English	297
Latin and Greek	149
German	113
Gaelic	36

"In the same class of schools there are 476 pupils at physical drill, 458 at drawing, and 156 at vocal music. Drawing, however, is for the most part taught in connexion with the Science and Art Department. Technical and science subjects lying outside the purview of our inspection provide numerous pupils, and dressmaking is responsible for 329, cookery for 161, and laundry work for 105 scholars.

"Shorthand and book-keeping classes are largely taken advantage of by clerks in offices and warehouses. A fair proportion of these classes consists of girls. Whatever may be thought of the educative value of these subjects, at least of the former one, the teaching is undoubtedly effective, and may be Remarks on the character of the teaching, &c.

expected to contribute largely to the wage-earning capacity of the scholars. It is generally found that girls do not make such rapid progress in book-keeping as men. In penmanship, though the teaching is rendered somewhat difficult in the case of large pupils by continued bad habits of letter formation, the results are excellent in one or two schools (such as Whitehill), and good in others. Uniformity of style is aimed at, chiefly that of the Civil Service kind.

"A great amount of labour is spent in drilling the pupils in arithmetic. Collective demonstration from the blackboard is varied by individual instruction at the desk. In the junior classes of schools examined by me, revision of the compound rules is felt to be absolutely necessary at the beginning of the session, and in some schools continuous revision extends further [illegible]. After scholars have been divided into junior and senior classes according to their capabilities, it is found that there is still a considerable amount of diversity of attainment in each class, and it is not unusual to find one part of a class being initiated into new processes whilst another part is working steadily from the book. Mathematics, including algebra and trigonometry, is taught with success, but, as in arithmetic, the teacher has frequently uphill work.

"English, which in every class includes grammar and composition, is almost always found in conjunction with writing and arithmetic in ordinary schools. In the latter the instruction proceeds largely on the lines of the 5th and 6th Standards, and the scholars are mostly those who have been withdrawn prematurely from the day school for family or other reasons. It must be remembered that many girls are required by their mothers at home; and in some [illegible] to send them out to work for the parent's income means a transition from pinching poverty to comparative comfort. In the higher classes English always includes the study of a play of Shakspeare, or other classical production. In composition the usual mistakes are made by pupils who in fighting the battle of life have found little time for grammatical studies. But the instruction in this and other parts of the subject may be described as thoughtful and stimulative. In Latin and Greek the teaching is in general of a superior kind, and is found useful by pupil-teachers, backward students at the university, and embryonic clergymen or missionaries. In one of the Latin classes I noticed a little boy, a pupil in a day school, who at considerable inconvenience attended this class in order to prepare himself for a Marshall Trust Bursary competition. Modern languages are taught with care and success, though deficiencies in pronunciation are only too obvious. Some of the language classes aim especially at preparing scholars for the Pharmaceutical and Civil Service examinations.

"The hopeful thing about all the classes is that they are selected in the majority of cases by the pupils themselves. This ensures attention to the instruction imparted, and ministers also to the orderly behaviour that is essential to successful work. In cases where attendance is determined solely by the will of the parent, who wishes his children to be kept out of mischief during the evening, the self-determining activity that makes for progress is no doubt absent, but may be evoked by judicious method. The attractiveness of the teaching is impaired in a few instances by the large rooms, in which small classes are carried on, by over-heating (inseparable from the use of gas light) and by inefficient ventilation. In conclusion it may be remarked that, whilst the Evening School Code has been conceived in the broadest spirit and accepted with the greatest enthusiasm, there is a large class of the population —the rougher elements of society—which has not yet been brought within its sphere of action."

Drawbacks.

Dr. Smith:—

"Evening schools continue to increase in this district. Some of them, but in our industrial districts many are very large, evening indeed the day schools in size. It cannot be said that these large schools can [illegible] continuation schools. While a good deal of advanced work is done in all, there are large classes devoted to the revisal, or, to speak more accurately, revival of what the pupils learned in their school days and have since almost completely forgotten. The evening school is the day school reversed, and it is the oldest pupils, and not the youngest, who are struggling with primers and simple additions. It is rather curious to see a father [illegible] overtaking those first

essentials of education, while his son can cheerfully undertake the Latin, mathematics, and shorthand of the more advanced classes. When, however, the adult pupils can really attempt the work of even the higher standards, they do it in a style which testifies to the greater maturity of their minds as compared with the children who learn the same subjects. There is often less precision in statement, but more originality in thought. Especially in their essays and compositions, I cannot but note how opinions which, whether right or wrong, are evidently based on personal experience, take the place of the borrowed platitudes and generalisations of the ordinary pupil. A natural preference is shown by the younger pupils for subjects which promise to bear practical fruit in life, and shorthand and commercial arithmetic among the boys, and cookery among the girls, remain consistently and universally popular. This practical quality is certainly the best and most commendable way of inducing pupils to attend an evening school. Others, such as the attempt to make the studies merely attractive, are often dangerous, though not wholly lacking in utility. Thus the use of the magic lantern in teaching geography, though good in making the subject real and vivid, is sometimes carried to such a point of entertainment that the class—sure in such circumstances to be a large one—regard the lesson much as they do a penny reading, and give most heed to the most trivial parts of it. Music classes, also, I have found made rather the medium of a concert by one or two skilled performers rather than a means of instruction to the class, which formed simply the audience. On the other hand, I can give the highest praise to the earnestness and sincerity with which science and art subjects are studied. There is a natural and healthy preference for those bearing on the industries of the district, and I consider that in these subjects especially the continuation schools will have a helpful effect on the intelligence and energies of our young men."

Mr. Bathgate:—

"The new Code for evening schools has not yet been in operation for a sufficient time to furnish materials for a complete report. The subjects of instruction chosen have, with few exceptions, been of educational value. The work in elementary subjects has, I have no doubt, been as efficient as hitherto. I would suggest that reading books of a more suitable kind might sometimes be selected. Neither the average school readers nor the more elaborate descriptive passages of Scott seem to me specially adapted for practice and pleasure in the continuation school. A book like Lamb's Tales from Shakspeare, in which the language is excellent and not too complex or ornate, and each lesson is complete and interesting in itself, seems to me to come much nearer the ideal. Copy writing is still too much practised, to the neglect of current hand and composition. The classes which I have examined in languages and mathematics have in a good many cases done better work than formerly, and the teaching seems to have been more intelligent and elastic. One class examined in the indefinite subject of civic duties showed creditable information in general and practical knowledge."

Mr. Waddell:—

"It is most satisfactory to observe that evening continuation schools are steadily and rapidly advancing in numbers, popularity, and efficiency. On the first issue of the new Code of regulations for them, I sent a circular to the clerks of the various school boards, in which attention was directed to the new conditions under which such schools were to be conducted and the advantages connected with the arrangements thus made. Boards have taken a most creditable interest in the matter, as the following remarks from Mr. Wilson, who has supervised the schools with great care and skill, will show. Evening schools.

"In this district the advent of the Evening Continuation School Code gave a special impetus to evening school work, which had hitherto been receiving increasing attention from both school boards and teachers. This year 45 schools were opened as compared with 23 last year. Seventeen schools were opened for the first time. Four on last year's list did not re-open, three of them being small, and one having no suitable teacher to carry it on.

"With the number of schools there has been a corresponding increase in the number of pupils of both sexes. The enrolment consisted of one pupil under

12 years of age, 90 under 13, 347 under 14, 481 under 15, 461 under 16, 367 under 17, 267 under 18, 206 under 19, 134 under 20, 82 under 21, and 275 over 21. Of these 2,200 were males and 511 females. Males between 15 and 16 years of age, and females between 14 and 15 were in the majority. The average age of the pupils was 16. The greatest number present when the schools were visited was 1,466 males and 324 females.

"Instruction was given in 27 different branches. By far the largest presentation was in arithmetic, while reading, writing, and composition still held their ground in point of popularity. Book-keeping, shorthand, and mensuration continued to make good headway. Needlework was taught in comparatively few schools, and these were the ones that professed domestic economy. It was disappointing to find that cookery, which would undoubtedly be of immense value to the class of pupils attending the evening school, was for the most part a neglected branch. It was only in cases where it was taught in the day school, that it formed a part of the evening school curriculum. It ought, however, to be mentioned, that a large class chiefly composed of mill workers was exceptionally well taught in Tillicoultry School. No board has as yet made an effort to introduce laundry work, though there is some probability that dress making will be taught in at least one town school during the coming session."

I have the honour to be, &c.

R. Ogilvie.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

Name of Subject.		District No. 7. (Mr. Waddell.)				District No. 8. (Dr. Ogilvie.)				District No. 9. (Mr. Bathgate.)				District No. 10. (Dr. Smith.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	224	102	32	358	1,226	321	27	1,574	441	138	7	586	467	148	33	648
	Per-centage passed	83·	73·5	90·6	81·	84·7	83·4	70·3	79·5	80·	78·	28·	79·	96·1	96·6	93·9	96·1
2. Latin	No. presented	179	68	24	271	478	243	69	790	144	37	3	184	514	240	114	868
	Per-centage passed	70·9	77·9	75·	73·06	76·3	81·	82·6	80·	56·	21·	33·	49·	97·	98·7	99·1	97·8
3. Greek	No. presented	1	1	—	2	19	8	1	28	—	—	—	—	34	1	3	38
	Per-centage passed	100	100	—	100	100	100	100	100	—	—	—	—	100	100	100	100
4. French	No. presented	287	86	41	414	1,975	549	197	2,721	549	141	41	731	971	440	127	1,538
	Per-centage passed	72·1	77·9	87·8	74·87	82·7	80·5	90·8	84·6	76·	83·	73·	77·	92·5	97·7	100	94·6
5. German	No. presented	7	7	2	16	231	68	19	318	33	11	—	44	95	25	—	120
	Per-centage passed	85·7	85·7	50	81·25	81·3	94·	73·6	82·9	93·	100	—	95·	100	100	—	100
6. Agriculture	No. presented	170	120	96	386	75	36	17	128	116	54	35	205	208	115	94	417
	Per-centage passed	78·2	84·1	89·5	82·9	77·3	69·4	100	82·8	95·	92·	94·	94·	95·6	97·3	100	97·1
7. Domestic Economy	No. presented	286	214	120	620	516	301	252	1,069	364	22	158	544	815	581	372	1,768
	Per-centage passed	72·3	90·1	91·6	82·2	88·7	91·6	76·	85·4	78·	77·	94·	82·	95·2	99·1	98·6	97·2
8. Shorthand	No. presented	117	18	1	136	163	41	—	204	123	5	—	128	13	21	8	42
	Per-centage passed	89·7	100	100	91·1	86·5	87·8	—	87·	81·	100	—	82·	100	100	100	100
9. Animal Physiology	No. presented	36	35	1	72	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	97·2	85·7	100	91·6	—	—	—	—	—	—	—	—	—	—	—	—
10. Mechanics	No. presented	—	—	—	—	17	11	5	33	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	94·	90·9	100	94·9	—	—	—	—	—	—	—	—
11. Magnetism & Electricity	No. presented	44	6	48	98	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	93·1	100	83·3	88·7	—	—	—	—	—	—	—	—	—	—	—	—
12. Book-keeping	No. presented	93	23	4	120	38	1	—	39	40	18	—	58	75	—	—	75
	Per-centage passed	80·6	91·3	100	84·1	86·8	100	—	93·4	97·	83·	—	93·	100	—	—	100
13. Botany	No. presented	—	6	1	7	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	100	100	100	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15. Gaelic	No. presented	—	—	—	—	26	1	6	33	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	88·4	0·	50·	46·	—	—	—	—	—	—	—	—
16. Chemistry	No. presented	4	7	14	25	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	75·	100	100	96·	—	—	—	—	—	—	—	—	—	—	—	—

Appendix—*continued*.

Name of Subject.		District No. 11. (Mr. Marshall.)				District No. 12. (Mr. Harvey.)				District No. 13. (Mr. Jolly.)				District No. 14. (Mr. Boyd.)			
		Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.	Stage 1.	Stage 2.	Stage 3.	Total.
1. Mathematics	No. presented	367	95	32	494	190	59	17	266	287	83	23	393	853	301	69	1,223
	Per-centage passed	75·4	91·5	93·7	79·7	77·8	76·3	82·4	77·8	80·1	71·1	91·3	78·8	87·9	86·4	86·9	87·5
2. Latin	No. presented	134	76	29	239	145	65	31	241	341	128	47	516	592	321	133	1,046
	Per-centage passed	89·5	85·5	89·6	88·2	84·8	93·8	87·1	87·6	77·7	84·3	87·2	80·2	80·2	82·9	89·5	82·2
3. Greek	No. presented	8	—	—	8	—	1	1	2	13	8	5	26	33	17	—	50
	Per-centage passed	100	—	—	100	—	100	100	100	100	100	100	100	87·9	76·5	—	84·
4. French	No. presented	245	77	27	349	174	73	42	289	1,101	480	159	1,740	1,377	539	196	2,012
	Per-centage passed	83·6	85·7	96·3	84·5	81·	84·9	97·6	84·4	85·8	86·4	85·5	86·	90·3	90·	100	91·2
5. German	No. presented	3	4	—	7	19	13	4	36	185	53	13	251	124	70	21	215
	Per-centage passed	100	100	—	100	89·5	100	100	94·4	98·3	94·3	100	97·6	90·3	90·	100	91·2
6. Agriculture	No. presented	155	46	2	203	293	46	35	374	160	108	2	270	364	105	56	525
	Per-centage passed	76·7	87·5	100	79·5	76·8	82·6	77·1	77·5	86·2	86·8	100	87·4	84·1	91·4	89·3	86·1
7. Domestic Economy	No. presented	241	158	103	502	371	157	160	688	429	775	448	1,652	906	552	491	1,949
	Per-centage passed	83·5	93·	82·5	85·8	69·7	86·6	87·5	79·1	88·8	86·7	95·1	88·9	80·9	83·2	90·3	83·5
8. Shorthand	No. presented	23	—	—	23	—	—	—	—	182	29	4	215	203	78	12	293
	Per-centage passed	91·3	—	—	91·3	—	—	—	—	95·8	86·2	100	93·	80·8	93·6	91·7	84·6
9. Animal Physiology	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	89	83	75	247
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	84·3	87·9	89·3	87·
10. Mechanics	No. presented	—	—	—	—	—	—	—	—	23	12	12	47	16	—	—	16
	Per-centage passed	—	—	—	—	—	—	—	—	82·6	91·6	100	89·3	50·	—	—	50·
11. Magnetism & Electricity	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	8	—	5	13
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	67·5	—	40·	69·2
12. Book-keeping	No. presented	17	—	—	17	5	—	—	5	50	2	—	52	204	66	76	346
	Per-centage passed	94·1	—	—	94·1	100	—	—	100	78·	100	—	78·8	83·8	84·8	82·9	83·2
13. Botany	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
14. Navigation	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	57	6	—	63
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	70·2	100	—	73·
15. Gaelic	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	85	57	17	159
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	83·4	89·5	82·3	84·9
16. Chemistry	No. presented	—	—	—	—	—	—	—	—	—	—	—	—	—	23	—	23
	Per-centage passed	—	—	—	—	—	—	—	—	—	—	—	—	—	78·3	—	78·3

SCOTCH EDUCATION DEPARTMENT.

TRAINING COLLEGES

OF

SCOTLAND.

REPORTS AND PAPERS.

Presented to Parliament by Command of Her Majesty.

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1895.

[C.—7766.]

REPORT, *for the Year* 1894, *by* JOHN KERR, Esq., M.A., Cantab., LL.D., *one of Her Majesty's Chief Inspectors, on the* TRAINING COLLEGES OF SCOTLAND.

MY LORDS,

I HAVE the honour to present my annual report on the Training Colleges of Scotland for the year 1894.

The staff and management are practically unchanged. The increase in attendance—935 as against 854—is due to the admission into five of the colleges of additional female students, who receive training, but for whom no grant is paid. This permission was granted in view of the smaller number of male candidates, and of the demand for trained teachers generally being in excess of the supply. The male students are diminished by 17—279 as against 296; the female students increased by 98—656 as against 558. Even with this addition the supply is not equal to the demand. Increase in attendance.

Only 3 per cent. of those admitted to training have not been pupil-teachers. In the C.S. and F.C. Colleges 241 hold bursaries, in the Episcopal College 59 are admitted on the same terms as formerly, which are equivalent to the holding of bursaries, making in all 300 who receive assistance, and 356 who are self-supporting.

Their distribution among the various colleges and their annual salary after two years' residence are shown in the following table. There is no noteworthy change in salary except increase in that of the male students in the Aberdeen colleges:— Average salary after training.

Name of College.	Males.		Females.		Average Annual Salary after Two Years' Residence in Training Colleges.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	Males.	Females.
					£ s. d.	£ s. d.
Edinburgh, Church of Scotland -	27	27	57	51	81 0 0	57 0 0
,, Free Church -	35	30	60	42	78 19 5	58 2 0
,, Episcopal Church -	—	—	29	30	—	65 4 0
Glasgow, Church of Scotland -	34	28	69	54	80 0 0	60 0 0
,, Free Church -	29	31	80	43	75 0 0	60 0 0
Aberdeen, Church of Scotland -	6	10	47	29	80 12 6	51 11 4
,, Free Church -	10	12	38	27	80 9 0	54 17 0
Totals - - -	141	138	380	276	In some cases there is a house in addition.	

In July, 1,267 presented themselves for admission, being 126 fewer than in 1893. Of these 249 were males and 1,018 females. Of the male candidates 17, and of the female candidates 55, had not been pupil-teachers. The per-centage of those who passed the examination is higher than last year, viz., 81 as against 77 who had been, and 58 as against 42 who had not been, pupil-teachers. This per-centage for the latter is considerably higher than the record of the last five years. Admission examination.

The number this year who passed in the first and second class, and were therefore admissible to training colleges, are 112 males and 492

females. There is room and to spare for the male candidates. The outgoing female candidates are 276. Even if the permission granted this year to admit additional female students is continued, there will still be upwards of 100 qualified candidates who cannot be admitted to training, but if the permission has been granted for only one year there will be upwards of 200. Means for remedying this are now under consideration by your Lordships, and the subject calls for no further remarks in this report.

Roman Catholic training college.

The Roman Catholic Training College has been opened in Glasgow, and now has 23 first-year students enrolled. The site is all that could be wished, and the premises are in every way suitable. It is under the management of ladies of great experience, and may be expected to do good work in a direction in which there was great need for such an institution.

Practising schools.

The practising schools in connexion with the various colleges continue to be successfully conducted, and have an attendance sufficient for the purposes of the training colleges. The methods by which practice in teaching is given varies considerably in the different colleges. I have not thought it my duty to interfere except by way of suggestion with this absence of uniformity of plan, believing that the Principals have not only sufficient motive for carrying out the method which they think best, but an amount of experience which is the best basis for a sound judgment. The university classes attended, and the times at which students can be present in the practising school vary in the different colleges and make uniformity of plan impossible. In most, if not in all the colleges, the senior students are taken occasionally to board and higher class schools, with a view to insight and observation of comparative method and organisation. The practice is highly commendable, and should be carried out as often as possible.

Increase in the time to be spent in the practising school.

Difficulty of meeting the demand.

Some if not all the authorities anticipate difficulty in meeting the demand for an increase of 50 hours to be spent by each student in the practising school. They do not think such an expenditure of time undesirable, but they do not see how, in view of the multiplicity of subjects to be got up, the time can be found. Probably in connexion with the changes now under consideration a solution or alleviation of the difficulty may be arrived at. It has always been my opinion that there are several subjects of study in which, if the students were left to themselves, with occasional and judicious suggestions for guidance, the results would be saving of time, development of self-reliance, and greater permanence of attainments. It is a recognised maxim in education, whether the pupil is of tender or mature age, that what he does for himself is of immeasurably greater value than what the teacher does for him.

Lessons by students.

I have again to advert to the inordinate length of the notes of lessons which the students in some of the colleges draw up in preparation for my visit. In this they do themselves injustice. If notes are prepared for a lesson of more than 15 or 20 minutes, much and possibly the best part of them is untouched.

Lectures.

I have heard lectures in all the colleges and in almost all subjects of instruction. The lectures continue to be of the same satisfactory type as hitherto. In several of the colleges tutorial instruction is given as formerly with very good results.

Criticism lessons.

Criticism and model lessons bulk largely in the instruction. The former vary in character, some are "class" lessons without previous preparation, and last only for a few minutes. Others are "graded" lessons, in which the same subject is selected for three lessons, one student teaching it to Standard I. or II., another to III. or IV., and a

third to V. or VI. In other cases two or three lessons are given in the hour in the presence of all the students, any of whom are liable to be called upon to criticise them, the master or mistress of method finishing the lesson by pointing out how far the criticisms have been pertinent and judicious. I regard these lessons as of very great value as a preparation for future work. They cover the whole field of school work, are complementary to the experience gained in the practising school, and to formal lectures on school management.

French. My report on French is not materially different from that of last year. There is continued improvement in pronunciation. It is good in Aberdeen, very fair in Edinburgh, improved but still weak in Glasgow. Most of the female students have learned more or less French before coming into residence; comparatively few of the male students have, and less is to be expected from them.

Dinner scheme. I am very glad to report continued and increasing support for this important scheme. During the second year of its existence upwards of 90 students at the two Edinburgh Presbyterian Colleges have availed themselves of the offer of a substantial dinner at a cost within their moderate means. The Principals of both colleges, who preside at the respective dining halls, give a most encouraging account of its influence on the students from both a social and sanitary point of view. A very considerable sum has been added to the surplus of last year as the nucleus of a permanent fund.

Acquirements of Candidates for Admission.

A summary of the reports by the revisers of the papers of candidates for admission in December presents no features materially different from those of former years. In school management the questions which depended on the use of text-books were, on the whole, satisfactorily answered, but those requiring thought were on a much lower level. The least satisfactory subject was the explanation of a passage of poetry which should have presented no difficulty. The inference drawn by the revisers generally is, that the female candidates have had little experience in teaching the upper standards, and that their reading has been confined within too narrow an area. The answers to the English paper gave much the same impression. The composition and grammar were creditable, but derivation and acquaintance with authors and literature not more than fair. The history paper was of wide scope, and meant to test such general knowledge of outstanding features as form a satisfactory preliminary to future study, when the details of any special period are to be taken up. The answers were of very various merit, but the majority may be held as entitling to exemption from taking up the subject in the training colleges. Arithmetic and mathematics are favourably spoken of by all the revisers. Geography shows all degrees of merit, but, on the whole, improvement. Map-drawing receives fair attention, but many of the maps are too small and unprofitably ornamented with coloured chalks. The least satisfactory papers are by non-pupil-teachers and candidates from Roman Catholic schools. The answers in domestic economy give evidence of careful preparation of the book-work. In French there is considerable improvement, but many of the papers are still poor by candidates from rural, Episcopal, and Roman Catholic schools, who need better grounding in grammar. In Latin there are few very good or very bad papers. Translation and grammar are generally satisfactory, but composition is still a weak point. The papers in Greek and German show deficient grammatical drill. Of dictation, penmanship, and music, the reports are favourable.

Mr. Waddell:—

English. Males.

"Each of the four alternative subjects for composition has been chosen by a considerable number of candidates, and the essays reach a creditable standard of merit. Very few essays have received less than half marks. The composition is a little loose, and the ideas are very common-place. Two points deserve notice. One is that the tendency to be extremely brief, which was noticeable in July, has quite disappeared. The other is that the similarity of structure between the essays on any one topic is so marked as to suggest previous practice from a common outline accessible in print.

"The answers to the grammatical and literary part of the paper are extremely various in quality. Notwithstanding the general merit of the composition, only two papers reach a total of 70 marks from a possible 80, while many fail below 40. Nor can this inequality be ascribed to weakness in any given point; it is as noticeable in parsing and analysis, where the candidates have constant practice, as in paraphrasing, derivation, and construction of sentences, where they have little or none. Only one or two remarks need be made on matters of detail.

"1. Both in parsing and analysing candidates are prone to deal with the word 'what' by resolving it into 'that which'; and so in other similar cases. It cannot be said that this is wrong; at the same time it rather turns the flank of the problem than attacks it in front. The expression 'to do what virtue would' can be dealt with as it stands.

"2. When candidates have decided to call any verb 'auxiliary' they too often feel themselves absolved from the duty of parsing it; so also when they have said that a verb is in the infinitive they generally omit to give a reason.

"3. It is not uncommon to find the terms 'irregular' and 'strong,' in relation to verbs, treated as convertible. Every strong verb is irregular, but not every irregular verb can properly be called strong: 'sing, sang,' may illustrate the former statement, 'tell, tol-d,' the latter.

"4. The exercise on paraphrasing is often well done. In a few cases a most praiseworthy effort has been made to turn the passage out of the dramatic first person into the narrative third, but it has always been unsuccessful.

"5. Candidates waste time and space and gain no additional marks by doing the following things:—

"(*a*.) 'Centre'-ing long answers on a page with a blank space above and below, or leaving several blank lines at the ends of answers.

"(*b*.) Drawing, with a straightedge, two parallel lines at the end of each answer or section of an answer; constructing, also with a straightedge, an elaborate framework for their analysis; and underlining emphatic words with red ink.

"(*c*.) Erasing carefully with a knife words, and even long phrases, in their answers.

"Candidates are earnestly advised—

"(*a*) to waste no space;

"(*b*) to study method and clearness, rather than ornament, in setting down their answers;

"(*c*) to acquire a plain uniform legible hand, of moderate size and without adornment."

Mr. Barrie:—

Females.

"The composition was, on the whole, very fair, but it presented no features to distinguish it from that of last year.

"The parsing and analysis were generally well done, but it is almost needless to say that the relation of 'sister' in the first line of the parsing was seldom understood.

"The paraphrasing was very fair, and would have been better had the majority of the candidates known who the speaker was. I fear the fact that the passage was an extract from Henry IV., Act IV., Scene IV., conveyed little information to most of them.

"The derivations were again mostly guess-work, and few papers deserved any marks for this question.

"The lists of six eminent living writers were of a somewhat peculiar character, and the second part of Question 8 was quite beyond the range or knowledge of the average candidate."

Mr. Marshall:—

"There is great variety in the results, but the papers worked by pupil-teachers are always better than the papers written by those who have not had the practical training in the Government school.

"The ideas in the essays are often common-place. Generally mere acquaintanceship is regarded as friendship. On fashion many good remarks are made. The theme, 'A rolling stone gathers no moss,' is the easiest, and finds correct and adequate interpretation. As to the style there is not much to be said. The punctuation is too often crude, and shows that the analysis of sentences has no practical worth in differentiating the members of a sentence. Spelling is generally correct, and the penmanship round and regular, but in very many cases too small. The parsing is not difficult. It is easy to distinguish the different 'thats' in English, but a good number mix up the three uses. The analysis very often receives the full mark. The function of the noun sentence is often missed, and the tendency to describe a clause as adverbial because it is introduced by *as* or *when* without regard to its function is often noticed. The paraphrase is often well done. The main ideas are correctly reproduced, and often with judgment and skill. The philological questions are less competently answered. All words of one syllable are said to be Saxon, which is much too strongly put. The etymological question is fairly answered. The literary question is not well answered. Generally novelists alone are given, and often those who have come into notice within a year or two. The tracing of aphorisms to their authors is often creditably done."

Mr. Welsh:—

"Few of the exercises were of outstanding merit, and a large proportion did not rank above fair. With the exception of the analysis of a passage from 'The Winter's Tale' which seemed to present difficulties to many, the grammatical section of the paper was well done. Some candidates gave a system of analysis which lacked clearness and was exceedingly difficult to follow. The question on derivation gave opportunity for a great deal of guessing, and some extraordinary lists of six eminent living writers were drawn out. Curious statements were also made as to who were the authors of certain quotations. A few did this part of the last question remarkably well."

Mr. Calder:—

School management. Males.

"The school management papers of the male candidates for admission may be regarded on the whole as of fair quality. A proportion of them readily rank as good but at least an equal number of them fall below fair.

"The worst answered question is the important one asking for an explanation of a short passage from Cowper, which might be met with in a 5th or 6th Standard reading-book. The very small number who make anything like a good answer to this question would seem to indicate that pupil-teachers have not much opportunity during their apprenticeship of gaining experience in the teaching of the higher classes of the school. In many cases only a few synonyms are given for some of the longer words, while in others there is given a general disquisition on the handling of a reading class, or on the analysis and parsing of the passage without any attempt at the elucidation of its meaning.

"So far as *form* is concerned, the notes of a lesson are fairly well put, but in filling up the details a large number of the candidates stray into side issues and give a great deal of information about matters only very distantly connected with the subject in hand, to the exclusion in a good many cases of all but the merest fraction of what the lesson should have dealt with, or, where that has also been attended to, giving an amount of matter that would require several lessons to teach properly to a class.

"In very few cases was the first lesson in proportion well handled. Many of the candidates avoided it altogether, and barely a third of those who attempted it would have produced even a fair result in a class new to the rule.

"The general knowledge of the candidates helped them in answering most of the other questions, so that the marks gained in them show a much higher average than in the three questions noticed above.

"On the whole the papers show that the training of these pupil-teachers in teaching the classes of an ordinary school has not been so satisfactory as is desirable."

Mr. Walker:—

Females.

"Of the ten questions seven could be easily answered from the text-books, and were in most cases satisfactorily done; that is, they were more or less full reproductions of what they had read. They will find, however, that many of the theories recommended in the books, especially in regard to discipline, will not stand the test of practice; and when they come to have schools of their own they will be certain to adopt shorter, surer, and more sensible methods.

"The second question—notes of lessons—gave the choice of four subjects. Almost all, as might have been expected, took 'Coal': two or three 'A steamship'; four or five 'Birds of Prey,' and nobody 'A diving bell.' They generally included a sufficient amount of matter well enough suited for a young class, but were set down in the usual unsatisfactory way in three columns with useless and wearisome repetition.

"Of the three questions requiring some thinking and common sense the first, which was obligatory, and which carried more than one-fourth of the total marks given to the paper, was very unsatisfactory. To be sure, girls have not usually had much practice in dealing with Standard VI., but it is not easy to see how they should have been unable to explain such a simple passage. All they had to do was to take it up clause by clause, and consider to what extent the statements of the poet squared with the recorded history of the time. In several of the answers the piece of poetry was not referred to at all; many others quoted it line by line adding after each 'Explain this to the class.' Very few of the answers were worth more than about 10 per cent. of the marks.

"Question 4—a first lesson on proportion to Standard V.—was seldom attempted and never with any success. This was also the case with Question 5—a last lesson of 'It is only what a child does that educates him.'

"The papers seem to show that the work of the girls is too much confined to infant and junior classes, and the answers to the questions are the outcome rather of a close study of some text-book than of individual experience.

"The handwriting is generally good—in many cases all that can be desired—but there is too much careless spelling, and loose grammar and composition."

Mr. Whyte:—

School management.

"The outstanding fact revealed by a revision of these papers is the very general inability of the candidates to grasp the meaning of the few lines of (Cowper given for explanation. Explanation of individual words was, as a rule, correct except in the case of 'intolerant' the meaning of which was very generally confounded with that of 'intolerable.' But even when the words were understood the passage as a whole was completely misinterpreted. This seems to indicate that in the instruction of pupil-teachers the giving of verbal synonyms is so very prevalent, that the power to look upon a passage as a whole has been impaired. The other parts of the paper show a high average of merit. Of the defects which occur in them some are clearly due to lack of power of expression rather than to lack of knowledge, but carelessness of view and paucity of thought arising from an imperfect general education are chiefly responsible for the low values assigned. Be it said, however, that there is a proportion of the candidates though a small one—not above 20 per cent.—who have written papers which can only be spoken of in terms of the heartiest commendation.

"One characteristic not to be passed over is the neatness of the handwriting in the great majority of the papers."

Mr. Munro :—

"The highest mark obtainable for this paper was 75, a mark obtained by only one candidate. The average number of marks gained over all was 41·6 out of the 75. These marks represent a considerable improvement on those I quoted on a recent occasion. Notes of lessons were more intelligent, and questions both on teaching method and on school government were on the whole well answered, though there was such constant uniformity of phraseology among the papers as to indicate a large amount of cramming of a text-book. For notes of lessons nine out of every ten chose the subject 'Coal' and the remainder divided themselves between a 'steamship' and 'Birds of Prey.' The lesson on 'Coal' was on the whole well done. The other subjects were not well done, particularly, that on 'Birds of Prey.'

"The only thoroughly disappointing answers were those given to the first question. That question was on how the meaning of a given passage of poetry could be made plain to a senior class. The poetry contained no difficulties whatever, one would have thought. Yet the candidates who could give a thoroughly satisfying account of this poetry, such as would benefit a class, were few and far between. A considerable number were allowed no marks at all for this answer.

"Speaking from a general impression, I may safely say that no non-pupil-teacher compares favourably with the best of the pupil-teachers, though all of them do as well as the mass of the latter. The worst papers as well as the best were by pupil-teachers. If the candidates were grouped in four classes, the non-pupil-teacher candidates would all be found in the second and third, perhaps more in the latter than in the former."

Mr. MacLeod :—

"A very large proportion of the papers was good; and there was less than the usual amount of inaccuracy in definition. In algebra all the questions were correctly solved by several, with the exception of the question on the theory of quadratics which seemed to be understood by few or none, and the second part of Question 11, of which only a few correct solutions were given. The results in mensuration were fair. As on former occasions the papers by female candidates were mostly inferior. The best as a whole were distinctly those worked by two candidates neither of whom had been a pupil-teacher." Mathematics.

Mr. Henderson :—

"The papers were, as a rule, very satisfactory, and gave evidence that the subject had been intelligently taught and studied. Arithmetic. Males.

"The general proficiency, measured by the number of marks obtained, was high.

"The work was characterised by accuracy of results, but failure to show detailed processes on the right-hand pages of the exercise book was not uncommon, and the figuring was often careless and untidy."

Mr. Galloway :—

"The papers showed such grasp of principles, accuracy of working, and neatness of form as to prove that teachers and taught alike must have bestowed the adequate amount of time and labour upon the subject. The average of city and town pupil-teachers stood higher than that of rural pupil-teachers. The general weakness of the Roman Catholic element was noteworthy. Algebra has not been so carefully taught as arithmetic." Females.

Mr. Miller :—

"In the papers revised by me a high average has been reached by the candidates from the various centres. A mere handful only fall to be marked as fair, although a goodly number might show improved method and a neater setting down of the sums. Pupil-teachers from country schools might show greater familiarity with the form of examination. The papers generally from candidates at the Edinburgh C.S. College were of very good quality, while those worked by candidates from schools in the city of Edinburgh were conspicuous for accuracy, clear arrangement, and concise method."

Mr. Shanks:—

"Two hundred and twenty-two papers on arithmetic (female) were entrusted to me for revision. These papers were distinctly of superior merit to those revised by me in July. Most of the papers gained over 50 per cent. of marks, while a most gratifying number secured the maximum. The general method of working the sums was clear and intelligent, and little was left to be desired in the way of style or execution.

"The algebra was scarcely so well done as the arithmetic."

Mr. Bathgate:—

Geography. Male and female candidates.

"I have examined 261 papers. Of these 146 were by male candidates from various colleges, and out of that number 117 obtained 50 per cent. or more of the possible marks. There were 115 papers by female candidates done at the two Aberdeen colleges; of these 77 got 50 per cent. or upward of marks. The male candidates therefore have done the best papers; there is a somewhat larger proportion of non-pupil-teachers among the females, but I cannot say that these do the worst papers, which are probably done by pupil-teachers formally completing their course, who would not otherwise have applied for admission to a training college.

"The questions set are such as should be generally answered, and the papers written are of all degrees of merit, but as a rule satisfactory. The information and the map-drawing are both creditable. The differences are mainly in quantity and detail, and require little comment beyond the figures given above. The question on the climate and productions of North Queensland and Victoria is more of a stumbling block than any other, and when attempted by candidates without previous careful consideration often caused a loss of marks.

"The tidal wave was not very well known, and was sometimes confounded with the Gulf Stream."

Mr. King:—

Females.

"The results are more uniformly good than they were last July. Very few gain more than 80 per cent. of the allotted marks; but on the other hand the number of those earning less than 50 per cent. is comparatively small. The candidates who have not been pupil-teachers, and those who come from Roman Catholic schools, make, as a rule, the poorest appearance.

"On this occasion very few of the candidates fail to attempt the full number of five questions.

"There is still great room for improvement in the spelling of proper names. The candidates do not even spell correctly the words they have in print before them in the examination paper.

"I have to renew my complaint about the smallness of the sketch maps, and the waste of time spent on shading the outlines with coloured pencils."

Mr. Thompson:—

"An analysis of the marks gives the following results: 53 candidates gained less than 50 per cent., 143 obtained from 50 to 70 per cent., and of the 62 that had above 70 per cent. only 8 were credited with more than 80 per cent.

"Having regard to the character of the questions, one cannot but consider that too many papers fall below 'fair'; but against these have to be placed more than half of the papers which are meritorious. A large number of the candidates chose the questions requiring maps to be drawn; but their power of performance did not always justify the selection. Their preparation of this part of the work seems to have been devoted chiefly to the reproduction of the coast lines, which were, on the whole, drawn with sufficient accuracy, and in a tolerable number of cases with creditable skill; but their knowledge of locality and relative position, as tested by the graphic form, was so very often inaccurate as to leave little doubt that the text-book still usurps the function of the map. This imperfection, which caused serious loss of marks in many instances, was even more glaring in the maps of Wales than in those of the Mediterranean Sea. In this connexion it may be remarked that many candidates lose much time in adorning their maps, though no amount of ornamentation can possibly

make up for want of accuracy. Latitude and longitude were more correctly marked than formerly.

"Questions 1 and 4, as well as the first parts of Questions 7 and 8, were, in the main, successfully answered. The attention given to *climate* and *productions* is inadequate. Ignorance on the part of such candidates as to the position of Australia with respect to the equator is inexcusable. The descriptions of the productions generally, and of the food products in particular, were often very meagre, as often indefinite, and too often inaccurate. The staple industries at least should be thoroughly known.

"The chief sources of the supplies of petroleum and tin were in only a few cases fully enumerated.

"The tidal wave was often confounded with the Gulf Stream, while the velocity of the former was not infrequently substituted for its course round the British Islands.

"Errors in the spelling of geographical names and common words were rather numerous."

Mr. Muir:—

"The papers written by ex-pupil-teachers in the Queen's Scholarship examination continue to show considerable crudity of idea. I can hardly do better than refer to the excellent remarks on pupil-teachers by Mr. Whyte, which will be found on page 364 of the last blue-book. History

"In Question 1—on the introduction of Christianity—there seems to be occasionally a confusion between English and Britons, Romans, and Roman Catholics.

"Question 2.—The succession of the Norman kings was pretty well known. Some exclude Plantagenet kings.

"Question 4.—Some of the papers tend to give an account of the events of the Civil War instead of the Long Parliament.

"Question 5.—Accounts of the treaties are often rather meagre.

"Question 6.—Many of the candidates did not seem to have grasped the fact that the Septennial Act only *permits* the Parliament to sit for seven years, but does not prescribe that period.

"Question 7.—The summary of events between 1815 and 1820 was often unbusiness-like.

"The whole system of the early training of teachers must surely receive consideration at an early date."

Mr. Andrew:—

"The questions simply required an acquaintance with the outstanding events in English and Scotch history, and made almost no demand on the reasoning powers of the candidates. The papers of the female candidates were better than those of the males. If from 15 to 20 per cent. of the exercises be discounted, the appearance made may be characterized as, on the whole, good. This not perhaps unreasonable proportion show almost total ignorance of the barest facts of history. They have evidently never been taught the subject.

"That the teaching is much to blame is clearly proved by the fact that all the candidates from certain schools make an excellent appearance, tackling the paper in a workmanlike and intelligent way. These candidates generally come from large city schools, but not unfrequently from country ones.

"Few scored well off Question 8, although about 30 per cent. attempted it. With the exception of two or three candidates Admiral Hawke was confounded with Hawkins of Elizabethan fame, and very few knew anything of Russell or Benbow."

Mr. Struthers:—

"On these papers I have to report in much the same terms as I have done formerly. There is infinite variety in the degree of preparation of the candidates, corresponding probably very largely to the efficiency of the instruction in their respective schools or centres. A certain proportion are hopelessly weak, but the great majority show such a well digested knowledge of the general course of British history as may fairly entitle them to be

exempted from further formal study of the subject. As I have said before, no amount of further study in detail of a special period at the training college will exempt a teacher from the duty of re-reading from time to time the period that is being taken up in her class. But to make this re-reading effective demands, as a preliminary, a certain amount of general information, and a sense of historical perspective such as may fairly be said to be shown in the best of these papers. Hence a justification of the wide scope of this examination. It is not so much an examination in history as an inquiry into the equipment of the candidates for further historical study."

Dr. Smith:—

Domestic economy.

"These papers were calculated to afford a very fair and complete test of the knowledge of the candidates. The first section dealing with the functions of food showed the least satisfactory answers. A good many answered by rote from what they remembered of their physiology text-books, and their memory was by no means always accurate. In many cases it was obvious that they were using terms which they comprehended very imperfectly. This was, however, the only point on which I could imagine there was a lack of intelligence. The other questions were generally answered with commendable accuracy. There were very few really bad papers in the whole number, and on the whole the average of attainment was greater than in previous years."

Dr. Dey:—

"The quality of the papers was pretty much as usual, and what I have said on former occasions applies now. There is considerable familiarity with the subject displayed by the candidates, especially with the more theoretical questions, but I am gravely suspicious as to whether they attach due importance to the minute but all important practical details. The subject, of course, can be learned to perfection only by actual practice, but it is possible that some of the text-books in the endeavour after conciseness are too meagre, and fail to lay sufficient stress on important points."

Mr. Binnie:—

"As a rule the questions were very fully answered, and in a style which showed that this subject had been very well got up by most of the candidates. There was sometimes a want of exactness. In describing the preparation of food due regard was not always paid to the exact quantities required, and the particular mode of cooking. A very commendable feature about these papers was the good style of penmanship and methodical arrangement."

Mr. Dunn:—

Languages. Latin.

"The general results were very fair, and gave proof that the prescribed work had been, as a rule, carefully prepared. Really bad papers were comparatively few, but on the other hand very good or excellent papers were extremely rare. The translation from Virgil was creditably correct, but too severely literal to possess any merit as an English version. The parsing was good. The 'short notes on grammar and syntax' generally degenerated into mere parsing; and it might be better to invite comment upon particular words and constructions. Ignorance of the proper use of the 'interrogative particles' was general, and interrogative adverbs were frequently substituted. The composition was poor, though there were some very creditable attempts."

Greek.

"The general results were rather poor, and a number of the candidates should hardly have attempted the paper. The translation of the passage from Homer was better done than that from Xenophon, but indicated rote-work. The grammatical knowledge of Homeric forms was very imperfect. The accidence of the Attic noun seemed to be well known. More attention should be given to irregular Greek verbs, and pupil-teachers should be warned against forming tenses according to analogy. The composition was, as a rule, very poor and was often a mere tissue of absurdities. Prolonged examination of these papers, both Latin and Greek, suggests the propriety of discarding prescribed work, and of substituting easy unseen passages in Greek and Latin prose. In a word, I am strongly of opinion that as time and

in the Certificate Examination the analogy of the Leaving Certificate Examination might with great advantage be closely followed."

Mr. Scougal :—

"There is every variety of grade of merit in these papers. But I am sorry to say that those below *fair* form a decided majority, and too many were very poor indeed. I presume that there has not yet been time to reap the fruit of the more general attention now paid to French, at least among the female pupil-teachers. A more uniform level of respectable attainment may be expected a year or two hence. French. Male and female.

"My distinct general impression is that, with a few outstanding exceptions, the weakest candidates come from the smaller schools—chiefly rural ones—from Episcopalian schools, and from Roman Catholic schools. Anyhow, it is evident that the managers of not a few schools should take steps to secure better provision than at present exists for the efficient instruction of their pupil-teachers in this subject.

"Judging by the standard of the Second Year's Certificate Examination paper in this subject, I should say that this paper is fully beyond the powers of Queen's Scholarship candidates. At least no harm would be done by setting, for the next year or two, a distinctly easier paper—one with less translation work, with more work in the essentials of grammar (including parsing), and with 'version' work of a simple kind that would test knowledge of the accidence and of the elementary rules of syntax. For this last portion a good deal of the vocabulary might profitably be supplied. Indeed, I think there is much to be said for prescribing *at this stage* one short book for careful reading and preparation by these candidates, some 'unseen' translation being also set as a differentiating test.

"The experiment of setting 'unseen' poetry in this paper for translation has not yielded encouraging results. It would seem that few of the candidates had ever previously tried to translate verse.

"The turning into French of the eight short English sentences given in Question 5 was, as a rule, very poorly done, and revealed widespread neglect of attention to the rules for the position and order of the personal pronouns as objects, direct or indirect, of the verb."

Mr. Fraser :—

"The general impression produced by the revision of the 336 papers entrusted to me is that they are considerably better than they used to be on occasion of the same examination. The translations from French into English, though by no means distinguished by idiomatic turns of expression, were satisfactorily accurate. In the first passage the inexperienced student stumbled at innocent words and phrases like *voyage, de mon coté,* and *c'est égal,* and the majority of the competitors, I am sorry to say, gave to the word *concierge* a meaning which would have astonished that useful but tyrannical functionary. The rhymed passage (on 'Castles in the air') was not done so successfully as the other, in spite of the footnotes. The equational use of *que* in *c'est quelque chose encore* que *de faire un beau rêve* was as usual unknown to the many. Conjugations of verbs were generally given correctly, and the only other grammatical question in the paper was answered quite satisfactorily. The plural of *un* in *un méchant fils,* &c., was, however, often given as *les* instead of *de.* Question 5, which consists of eight short English sentences to be translated into French, afforded opportunities for grave grammatical errors. Hardly 5 per cent. of the candidates rendered the first sentence ('I fear you have hurt yourself') correctly, and in very few cases was 75 per cent. of the marks assigned to the whole question earned. The position of the direct and indirect pronominal objects of the verb and their proper succession were very imperfectly known. *Avez-vous lui donné* was a common error, and the sentence, 'He asked *me for them* and I gave *him them*' was rarely translated correctly. I should strongly advise greater application to this part of French grammar, or, rather, more practice in translating sentences similar to this one." French.

Mr. Bathgate :—

"There are a few good papers, the best being done by non-pupil-teachers, but the majority of the 45 papers, 44 by girls, are decidedly poor, and the subject may generally be regarded as the last and most speculative choice of the candidates professing it. Deficiencies in translation might be excused, German.

but the grammatical knowledge shows equal weakness, and few of the candidates show sound knowledge of the strong verbs, or of the gender of nouns. The cases governed by prepositions—in a list—are best known, probably as being the easiest committed to memory: the practical use of the prepositions in sentences is much less accurate."

Mr. Fraser :—

Gaelic. "The 22 Gaelic papers revised by me were in the aggregate well done. Several of them were highly satisfactory. Idiomatic translation improves from year to year, and signs are not wanting that grammar and spelling are receiving increased attention. In respect of these two points, however, much better work is still possible. In furtherance of this end, might I advise candidates to read their Gaelic Bibles, or their *Teachdaire*—if they are so fortunate as to possess one—with a more observant eye."

Mr. Pennycook :—

Dictation and penmanship. "Of the exercises in dictation 146 were *correct*, 60 contained *one* mistake, 26 *two* mistakes, 18 *three* mistakes, 7 *four* mistakes, 4 *five* mistakes, 1 *six* mistakes, and 2 *seven* mistakes.

"The specimens of penmanship were generally well done. Many erred in making the text-setting too small.

"May I suggest that, if marks are not to be deducted for such mistakes as the want of punctuation, improper use of capital letters, the division of words between lines, and the omission of words, it may happen that an inferior paper may be more highly *valued* than a better one."

Mr. Macdonald :—

Dictation. "The dictation exercise, which was by no means difficult, was, as a whole, well done.

Penmanship. "In regard to penmanship the most noteworthy feature was the gratifying increase in the number of papers written in the Civil Service style. In the Aberdeen district it is all but universal, judging from the papers handed in by the candidates examined there. The superiority of this system was nowhere more evident than in the uniform manner in which the writing of the dictation exercise so closely resembled the character and style of the pattern writing; whereas in the ordinary round hand style faultless model writing was too frequently found alongside an indifferently written dictation exercise.

"The chief faults of this system were a want of care in the spacing of the letters and a tendency towards exaggeration."

Mr. Smith :—

Music. "The paper contained five questions in both notations. Of the total number examined at the Glasgow Colleges two thirds selected the sol-fa; in Aberdeen the old notation was preferred by three fourths; and at all centres they were about equally divided. Out of the 392 papers revised, 45 secured full marks; 201 from 15 to 19 inclusive; 96 from 10 to 15; and 50 below 10, with two papers not attempted.

"In the staff notation Questions 1, 3, and 4 were, as a rule, well answered. Question 2 was the least satisfactory.

"In the sol-fa papers, Questions 1 and 2 on time were pretty accurate. Questions 3 and 4, bearing upon intervals and pitch, were fairly good, but the question on pitch was largely blundered.

"Question 5 was the same in both notations, and was in general correctly answered.

"The improvement, as compared with the papers in July 1894, is very perceptible. Greater attention should, however, be still paid to intervals, to pitch, and to neatness."

Mr. Wilson :—

"In the staff notation 258 candidates were examined, and in the sol-fa 140. Of the males 68 per cent. and of the females, 78 per cent. took the staff notation, while of the former, 62 per cent., and of the latter, 27 per cent. took the sol-fa. In one college 73, in two others 75, and in a third 90 per cent. of the females took the staff notation. Most of the examinees were females, who preferred the staff to the sol-fa notation, which found more favour with the male candidates.

"As to results; of these examined, only 7 per cent. earned full marks in the staff notation, and 14 in the sol-fa. The majority of the candidates got from 70 to 90 per cent. of full marks.

"The questions set in both notations, while well balanced in point of difficulty, were comparatively easy, and hence the creditable number of marks secured by most of the candidates. Though the time allowed for the exercise was liberal, it was evident that the candidates had frequently hurried through the work, slovenliness being by no means absent from papers otherwise practically faultless.

"In the staff notation keys were for the most part correctly written: but sharps, where numerous, were apt to be somewhat misplaced. It was found easier to write minor sixths correctly than augmented seconds. The question on time was well answered, though some lost marks through substituting dotted notes for single notes. The recognition of the keys of A flat and E flat baffled not a few, and in more than one instance a key was suggested for each measure instead of for each passage.

"In the sol-fa notation much slovenliness characterised the answering of the first question. The neat spacing and setting of all the measures should invariably precede the writing of the notes in their proper lengths and positions. The attempt at interval naming was unusually well done, and the highest note in a given list was easily detected, though the recognition of the lowest proved a much more difficult task. The last question in both notations was, on the whole, very satisfactorily answered."

The following table furnishes statistics regarding the candidates for admission who passed with credit in any of the five university subjects at the admission examination in July 1894. For purposes of comparison the corresponding results for 1893 are given. During the interval, however, French, under the new ordinances of the universities, has been added to the subjects which qualify for graduation, and this year, for the first time the admission candidates have received the university mark for excellence in French. One effect of the addition of this language has been to increase largely the number of female candidates who satisfy the conditions necessary for permission to attend university classes. French has for some years been the language chosen by the majority of female pupil-teachers, in their prescribed course of study:—

I.

	1893.		1894 (July).	
	Males.	Females.	Males.	Females.
Total number examined for admission - -	270	1,123	249	1,018
" " passed " - -	212	829	189	821
Number passed in any of the five university subjects - - - - -	49	30	38	110
Number passed in five subjects - -	—	—	1	—
" " in four subjects - -	3	—	4	—
" " in three subjects - -	15	—	9	3
" " in two subjects - -	21	—	15	33
" " in one subject - - -	10	30	9	74
Passes in Latin - - - -	33	—	19	3
" Greek - - - -	5	—	3	2
" Mathematics - - -	45	2	29	3
" School Management - -	26	28	21	45
" French - - - -	—	—	15	96
Total number of passes - -	109	30	87	149

The following table shows the distribution of the successful candidates at the various centres of examination. This, to a large extent, corresponds with those *admitted* to the respective training colleges:—

II.

Name of College.	Males.							Females.						
	Passed in					Total Passes.	Total No. of Candidates passed.	Passed in					Total Passes.	Total No. of Candidates passed.
	Latin.	Greek.	Mathematics.	School Management.	French.			Latin.	Greek.	Mathematics.	School Management.	French.		
Edinburgh C. S. -	3	—	7	6	3	18	11	2	1	1	3	19	26	20
„ F. C. -	5	2	5	3	5	20	6	—	—	—	1	8	9	9
„ Epis. -	—	—	—	—	—	—	—	—	—	—	—	1	1	1
Glasgow C. S. -	2	—	3	3	1	9	3	—	—	—	14	23	37	23
„ F. C. -	5	1	10	5	4	25	11	1	1	2	16	30	50	32
Aberdeen C. S. -	2	—	1	2	1	6	2	—	—	—	5	3	8	7
„ F. C. -	—	—	1	1	—	2	1	—	—	—	6	6	12	7
Other centres -	3	—	2	1	1	7	4	—	—	—	—	6	6	6
Totals -	20	3	29	21	15	87	38	3	2	3	45	96	149	110

Christmas Examination.

Summary of revisers' reports.

I subjoin a summary of the reports by the revisers of the papers worked at the certificate examination. In the English paper there is much calling for praise, little for blame. The literature section of the first year is disappointing, of the second year, good. Composition is generally favourably reported on. In school management the text-books have been carefully studied and their contents assimilated, but there is a good deal of loose statement and a want of logical arrangement. There is not much individuality of answering, whole sentences being the same in many papers. The notes of lessons are least satisfactory, the age and attainments of the class being not sufficiently considered. Mr. Boyd thinks the form too stereotyped, and that the drawing up of a time-table in the abstract should scarcely be asked. I am disposed to agree with him. Geography is distinctly better, and physiography no worse, but in the latter subject acting teachers do poorly. Mr. Bathgate recommends the concentric teaching of geography and more frequent revisal. The suggestion is good. Useless ornamentation with coloured pencils is again made the subject of just complaint. History has been found quite satisfactory. On arithmetic, algebra, and geometry the reports are very favourable. Bookwork in geometry is almost invariably good, and deductions very creditable by a large proportion. Dynamics and trigonometry are generally very satisfactory. The arithmetic of acting teachers shows improvement. Political economy is reported as a very stimulating subject, which gives opportunity for individual, well-reasoned answers. In one college, however, the answers were all so similar on the question of bi-metallism that there was evidently no individual thinking. The

text-books on domestic economy had been carefully got up, but there was not much evidence of practical knowledge, and a great deal of prolix answering. On this subject acting teachers show great improvement. In Latin the prescribed work was more accurate than elegant, but on the whole satisfactory. There was considerable weakness in syntax and Roman history. The Greek of the first year was relatively better than that of the second. Composition was very poor. In French the prescribed translation of first year was creditable, and grammar very fair. The translation of the second year was slavishly literal, and in both years English into French was poor by most. The German paper of the first year was very good, but that of the second year seems to have been too difficult. The reports on mental arithmetic, dictation, and penmanship are very favourable. In dictation, words were sometimes, contrary to instruction, divided between the lines. It is, perhaps, worth considering whether there is any advantage in this prohibition. In ordinary practice words are often so divided. It might do no harm to make a candidate's knowledge of proper division an element in appraising the exercise.

Male Students.

Mr. Marshall:—

"The composition shows marked improvement, particularly in the ideas. Spring is the favourite theme, and it is often very competently worked out. There is manifest a genuine appreciation of natural life. The magazine is the chief other theme. Here the candidates are not so successful. The middle position of the magazines between the daily paper and the book is commented on. As to the language I have only to report good mastery over words and groups. English. Second year.

"The literature is related to Coriolanus and 25 of Bacon's essays. The students enter into the play with spirit. The superhuman greatness of the hero, and the beauty and pregnancy of the language are fully felt and appreciated. It is different with Bacon. The essays are detached and there is no *concentration* of matter. The literature period has been carefully mastered, and good characterisations of Pope, Swift, and Richardson are very often given.

"The papers of the first year on English given to me for revision are satisfactory, so far as the grammar is concerned. Still the parsing is often mechanical. The analysis is formally correct, but the students should have noticed the possible correlation of clauses. The regimen of the noun clause is often missed. On the whole, a scheme of analysis that does not show clearly the correlation of clauses is worthless. The Chaucer study is disappointing. The students do not know anything of old or middle English. The literature section is difficult to value. Johnson's lives of Pope and Dryden, to those who do not know Pope and Dryden, must be very uninteresting, and without the prescription of some of the main works of these writers, it cannot be expected that real interest and appreciation will be got." First year.

Mr. Whyte:—

"These papers show that the prescribed text-book has been carefully studied, and in most cases intelligently assimilated. The students should, however, be taught to think out their own illustrations. The story of Miss Martineau and the comet, and the citing of Niagara and Paris—all from the text-book—were repeated with sickening frequency, This was a blemish in the answering, though not a very serious one, but the lack of logical arrangement, and the loose statement of ideas, which were pretty general defects, could not be regarded so lightly. School management. Males. Second year.

"A fairly good average of merit is shown all through, and the values assigned keep much closer together than in some former years. Many students still give answers which indicate knowledge on their part, but do not formulate First year.

it. Thus in the first question where they were asked to *give* the explanation necessary for the elucidation of the passage, many of them contented themselves with such a statement as 'I would now explain what is meant by 'churlish soil.' Of course that was no explanation and no marks could be given for it. As in the second years' papers, faulty arrangement was very general."

Mr. Macleod :—

Algebra. Second year.

"A large proportion of satisfactory answers was given to all the questions in algebra except to Question 7. I regret to say that the number of correct answers given to that question was very small. In some colleges not one correct answer was given. It may seem severe to say that the results should be deemed unsatisfactory for general failure in one question; but in this case the statement is justifiable. The first part of the question is one of no complexity and is explained in every treatise that discusses the Binomial theorem.

"In some of the colleges scarcely one student either gave a correct rule for finding the volume of the segment of a sphere or was approximately correct in his solution of the particular case. Very few in any college realised the meaning of Question 10.

First year.

"A few indifferent or poor papers were given in, but fully as many if not more, that might be characterised in all respects as excellent. On the whole the work was good.

Geometry, &c. Second year.

"The number of students who did the work in a satisfactory manner was large enough to show that the instruction was efficient. The book-work was almost invariably good in geometry. There are a few students who even yet do not understand Euclid's definition of proportion. In solving deductions a very fair amount of ingenuity was frequently in evidence; the main fault was the lengthy processes used. There are still, I regret to say, instances in which the part to be proved is assumed, and from the assumption it is triumphantly laid down as a logical deduction.

"The questions in trigonometry were of a kind to test intelligent teaching. I am pleased to have to report that the results were most creditable. The number of failures in this subject was small and of those who solved three questions correctly—the maximum allowed—the number was considerable.

First year.

"The book-work in geometry was all but universally well done.

"The deductions were correctly solved by a large proportion of the examinees with the exception of Question 9 which was not successfully solved by even one. Question 7 probably received most correct solutions; not many of these however were as brief as they might have been. The correct solutions being free of anything very objectionable in the way of tediousness were awarded full marks.

"The results in dynamics were generally very satisfactory with the exception of the explanation of the common pump. Here curiously enough the distinctions were in colleges. In two of them the explanations of almost every student who attempted the question were correct; in the others there was scarcely one who had a correct notion of the *modus operandi*.

"Although the question on definitions was as a rule correctly and clearly answered, I think it may be instructive to the lecturers to be informed of what some of their pupils reproduced for what was actually told them.

"'Moment is one of the components of a force' 'Specific gravity is the 'weight of a body multiplied by the weight of an equal volume of water.' 'Two forces acting simultaneously on a body form a couple, &c.'"

Mr. W. Calder :—

Arithmetic. First year.

"The arithmetic papers of the first year male students and male teachers were on the whole well done, the average mark for the students being 68·7, and for the teachers 53·1 out of a maximum of 80.

"Generally the solutions were neatly, concisely, and intelligently given, and evidently presented little difficulty to the majority of the candidates.

"An analysis of the papers is appended:—

Training College.	No. of Students.	Average Mark.	No. who made 100 per cent.	No. who made over		
				75 per cent.	50 per cent.	30 per cent.
Edinburgh C. S. - - -	27	70·7	2	24	1	—
„ F. C. - - -	35	68·6	4	24	7	—
Glasgow C. S. - - -	33	70·3	5	27	1	—
„ F. C. - - -	29	69·6	2	23	4	—
Aberdeen C. S. - - -	6	66·	—	4	2	—
„ F. C. - - -	10	67·	3	3	4	—
Male teachers - - -	20	53·1	1	5	11	3

Mr. Struthers:—

"This is the first time I have had papers in this subject to revise, and though the work of revision has been most laborious, because of the latitude of opinion which must be allowed in dealing with the complex questions of this science, I do not regret the experience. Hitherto I have had to deal chiefly with the work in other subjects of female candidates, and it is to me refreshing to come across papers which show so frequently strong grasp of principles together with the power of working them out to logical conclusions orthodox or otherwise—without diverging into unnecessary detail. One of two things: either the subject has in itself a most stimulating effect on the intellect, or the male brain is after all normally superior to the female. The great majority of the answers show sound knowledge of the leading principles of the science as well as power of applying them to particular cases. The papers from the Glasgow F. C. College were, perhaps, most remarkable for fresh, individual, and well-reasoned treatment of the questions. On the other hand, in one of the colleges the question on bi-metallism had evidently been 'spotted.' The answers were all of a pattern, giving precisely the same number of points, for and against, in very much the same language. There is nothing to show that the student really understood some of the statements made, and occasionally a slip makes it evident that he did not. It is difficult to estimate the value of such answers, but I have no hesitation in saying that answers less formally complete deserved and got better marks." Political economy.

Mr. Dunn:—

"The prescribed work was, as a rule, well done, with more accuracy, however, than elegance. While a free translation is to be deprecated, it is not necessary or desirable to reproduce the Latin idiom in an English form. This slavish adherence to the Latin construction is most objectionable, and even misleading, when it is shown in the retention of the order of Latin words and clauses. A few of the candidates made some concession to English style by breaking up a long and involved sentence into shorter sentences; but in most cases this was not done, and the result was a conglomeration of clauses entirely alien to English methods of composition. Latin.

"Students should be cautioned to be very chary of rendering Latin words by their English homonyms. *Inoffensum* was frequently translated 'inoffensive.' The unseen passage was very fairly done in general. The pronoun *cujas* did not, however, appear to be known, and not one candidate in 10 knew the meaning of *orbus*, which was generally mistaken for *orbis*. The passage from Virgil was correctly translated, though as a rule very badly. It is evident that much more time should be given to the accidence and to composition. *Findo* was frequently confounded with *fido*. Then, though *dignus legi* may be defended, *dignus legeri* will not do. Such mistakes ought not to occur. Composition was rather poor, and gross blunders were common. *Vereor ne* was too often used instead of *vereor ut* or *ne* . . . *non*. First year.

Second year.

"The translation from Latin was on the whole very good, subject to the qualifications already made with reference to the first year's papers. Too close adhesion to the order of the Latin clauses frequently obscured the meaning by keeping the principal clause in suspense. This point should be attended to. The passage from Horace was correctly enough rendered, but the word *adorea* gave trouble. Rare and difficult words should receive special attention.

"The students appear to be extremely ignorant of Roman history. Horace's reference to the Neros frequently gave rise to an extraordinary jumble of disconnected facts and events. Knowledge of syntax is very backward. I would recommend a course of lessons on the use of the subjunctive and on the oratio obliqua. The latter construction was often assigned as an explanation of the former, even when in direct speech the mood would have been subjunctive. The students of a particular college explain all subjunctives by means of a sort of magic formula, thus, '*mississent* is in the subjunctive because it is the integral part of a dependent sentence.' The formula is used as a convenient mode of superseding the necessity for reflexion. And knowledge of the essential function of the mood in question is best shown by the way in which deviations or apparent deviations from the general rules are handled. Until, however, the ordinary rules for this mood and for syntactical combinations in general are better known, composition will continue to be as imperfect as it is."

Mr. Dunn:—

Greek.

"The first year's papers appeared to be relatively superior to the second year's, which latter were remarkable for very bad composition. The prescribed work was, however, well done. Knowledge of the accidence is defective. The conjugation of verbs showed the usual effects of a morbid craving for analogy. Students should be carefully warned against fabricating tenses in Greek. Iota subscript was often omitted. I am no longer pestered with accents wrongly placed, for they are now usually omitted.

German.

"The first year's German was very creditably done, and in the case of some Dundee students with rare accuracy. The composition also was surprisingly good. The range of the candidates' vocabulary was in most cases not extensive, and the unseen passage fared somewhat badly.

"The second year's paper is of course more crucial, and it was evidently too difficult. It might be useful to request the candidates not to use German script. It is comparatively unfamiliar, and is a severe tax upon the examiner's eyesight."

Mr. Soougal:—

French.
Second year
Male and female

"The average mark gained in the second year is distinctly creditable. Amongst the men it is 61·7 out of 100, amongst the women 60·9. The translation from French into English was generally creditable as regards the mere getting at the meaning of the French. But it was, with only occasional exceptions, too slavishly literal to pass muster as respectable idiomatic English. Another cause of loss of marks for the translation was neglect of the exact meaning of the tenses of the French verbs. There were more cases than there should have been of absurd and reprehensible guessing at the meaning of unknown words.

"The grammatical questions were, on the whole, fairly well answered. Here variations in merit occurred quite as much by colleges as by individuals. Aberdeen Church of Scotland College was distinctly at the top of the list, and Edinburgh Free Church College made a good second. The verb *éteindre* was evidently much the least familiar of the six verbs of which 'the present tense' was asked. It would have saved some trouble had the *mood* as well as the *tense* been specified in this question.

"Of the three sentences on the idiomatic uses of *manquer* the first was correctly translated by many, the second by a much smaller number, the third by very few.

"The translation from English into French was much the least satisfactory part of the work. Only about 10 per cent. of them turned the short story into passable and intelligible French. About one half of the rest were

allowed from one-half to one-third of the marks. The remainder, as a rule, wrote as French stuff out of which it was impossible to extract even a glimmer of meaning. Errors in points of real difficulty one would wish to judge leniently; but it is difficult to find excuse for the far too numerous 'atrocities' of accidence and syntax that occur in these papers. I am inclined to recommend that, for some time at least, the 'version' passages set should be of a very simple kind, with a good deal of the vocabulary supplied; and that gross grammatical blunders in this part of the paper should entail very serious loss of marks.

"Of these papers I had 76, 65 from students of five colleges, 11 from acting teachers. The students gained an average mark of 59·03 out of 100. The translation of the two French passages from the prescribed reading was, on the whole, creditable as regards accuracy. But it was too often very stiff and bald English. The average success in the translation of the 'unseen' passage was only middling. First year. Males.

"The grammar questions on the verbs, on double plurals, and on the feminine of adjectives, were very fairly answered. There was much obvious guessing as to the plurals of compound nouns asked for.

"Question D. 9—the turning into French of eight short and simple conversational English sentences—was, with few exceptions, very poorly done."

Female Students.

Mr. Barrie:—

"The composition compared favourably with that of former years. 'A Holiday in Early Spring' was the favourite subject, but several of the best essays were on 'Technical Education' and 'The position of the Magazine in Modern Literature.' English. Females. Second year.

"The questions on Coriolanus were, as a rule, answered with creditable fulness and accuracy, while those on Bacon's Essays too often produced less satisfactory results. Most of the papers gave a satisfactory characterisation of Pope's poetry, or a very fair account of Allan Ramsay, and the Life of Swift was, in general, very fairly sketched. In several papers a very good estimate of the Tale of a Tub was given.

"The authors in Question 9 seemed to present little difficulty."

Mr. Welsh:—

"Four subjects were given to choose from as a test of powers of composition, and all four were attempted. 'Childhood' and 'The Study of Nature' had, however, the greatest number of admirers, and most of the exercises were very creditably performed. The students of one college in particular left this important part of the paper to the last, and hurry and want of space must have contributed to the production of inferior workmanship. The writing of the majority of the students from the same college was careless and sprawling. The other colleges deserve praise both for matter and for form. First year.

"The section of the paper bearing on grammar and literature was well done by most, the general results showing careful and intelligent preparation. Altogether there is much calling for praise and little for censure."

Mr. Boyd:—

"The papers were 273 in number, and speaking generally they showed a satisfactory acquaintance with the prescribed field of study. Only one or two fell below 50 per cent. of the total marks, and a comparatively small number under 60 per cent. In just one instance did I meet with an answer to which I could not assign any value. School management. Females. Second year.

"While, however, there was a fairly full knowledge of the various points taken up in the paper, there was not much individuality in the answering. Frequent repetitions of the same phrases, and in one college of whole sentences were met with, suggesting, as was remarked on a former occasion by another inspector, reproduction 'from notes of college lectures or from the text-book used.'

"Diffuseness and prolixity characterised very many of the answers. Whole papers were filled with wordy and pointless statements on matters which, when not assumed in the questions, called only for short notice. For example, in answering Question 6, which asks for a concise statement of the characteristics of healthy physical training, with examples of the ways in which these may be promoted, many seemed to think it necessary to argue at length in favour of such training, while the answer proper was brief and meagre.

"The registration question was usually correctly, though not always completely, answered. Quite a number of the candidates did not know the minimum number of attendance required in a year, and several in one college were of opinion that any scholar who came in after the closing of the register should be sent home.

"The notes of lessons, which occupy an amount of the candidates' time and of the space at her disposal, out of all proportion to their real importance, cannot, as a rule, be greatly commended. With much show of form and method the matter is often unsuited to the class for which the lesson is designed. In arithmetical notation with a third standard many begin with the first ideas of numbers, and on the adverb with a sixth standard, although there is now and then a sensible exercise the writer often goes so far back that anything fitted for such a class comes in, if at all, only at the end. The subject on which the best notes were written was 'Politeness,' but here also, instead of the fourth standard, the infant class was too often in view.

"The prescribed chapters of Quick's 'Educational Reformers' had been carefully gone over, and not a few of the answers to this part of the paper were really good. Sometimes, however, the memory more than the understanding had been engaged, and notions regarding the application of the principles of the great educational writers to school work were frequently vague enough. In one or two colleges, with a frequency which made one wonder if they had been taught so, the students expressed the opinion that any such application could scarcely be attempted in an ordinary school, owing to the Code and the inspector.

"I beg permission to offer a respectful remonstrance against the importance given to Notes of Lessons, at any rate as now understood, in the syllabus and in school management papers. One cannot read hundreds of these productions, year after year, without seeing how altogether conventional and mechanical they are. He is told with sickening iteration that the purpose of the lesson is to 'develop the reasoning powers of the children,' that the apparatus consists of 'black-board, chalk, and duster,' and other like details. Then come the inevitable columns with 'heads,' 'matter,' 'method,' the two last often hopelessly mixed up, and by this being 'educed' and that 'elicited,' the whole thing is supposed to end successfully. In actual experience I find among pupil-teachers in the later years of their service, and teachers during their probationary period, that the ability to *write* passable notes of a lesson bears no approximate relation to the power of *giving* a lesson which really lays hold of the minds of the children.

"I desire to add a sentence regarding time-tables, though none were required in this year's paper. I do not think any student should be asked for one. To draw up one of any value a teacher must have the conditions before him in their concrete form, and he may have to devote to these the consideration of days or even of weeks. And no student, in going out to a school, is nowadays confronted with the task of drawing up a new time-table; at most he has only to adapt the one he finds in use to his own views and experience.

"I make these remarks under the conviction that the time devoted to school management in the training colleges can be much more profitably spent than in exercises which I have come to regard as of little or no value."

Mr. Harvey :—

First year. "These papers are, as a rule, well done by all the colleges. Answers to practical questions were quite satisfactory. There is still too little stress laid on psychology. Observation was the only mental faculty on which a question was set. In none of the colleges, however, does theory seem to have been

neglected. No. 9, 'Decimal Coinage,' was not a favourite, and when attempted the results were somewhat unsatisfactory. The answers were, as a rule, to the point and well composed, but a few linguistic absurdities still crop up."

Mr. Black:—

"The most frequent error or omission occurred in connexion with 1 (*a*). A very large number made no attempt to 'show that a non-terminating decimal must recur,' and many evidently thought what one candidate plainly stated, that 'non-terminating is just another name for a recurring decimal.' Arithmetic and Algebra. Second year.

"In Question 2 a good many went more or less astray in fixing the basis on which the proportion of rent payable by each partner was to be calculated, and partial marks had frequently to be given.

"In Question 6 a good deal of groping after the correct answer was manifest while in 7 there was frequent confusion between money and stock.

"The algebra questions were generally well done, 9 (*c*) being the least satisfactory. Question 10 was frequently solved by other than algebraic methods, and marks were lost in consequence.

"The work over all was set down with neatness, clearness, and brevity. The average mark was 70·6 per cent., an advance of nearly 4 per cent. on the average of last year.

"The results in the different colleges vary to a greater extent this year. Edinburgh F.C. stands conspicuously first with the high average of over 82 per cent., and Edinburgh Episcopal makes an average of over 77 per cent. These two colleges—and very notably the former—also produce by far the largest proportionate number of candidates gaining 75 per cent. or more of the available marks. Two other colleges somewhat exceed the average; the three others fall more or less below it. 13 per cent. of the whole number of candidates make less than half marks.

"The average mark gained by the acting teachers—232 in number—has risen from 44 to 47·5 per cent., and the proportion securing at least half marks shows a substantial increase. A larger number tried the algebra. Not a few indeed made more marks out of the three questions in algebra than out of the six problems in arithmetic."

Mr. Johnston:—

"I find that 31·2 per cent. of the candidates obtain marks from 75 per cent. upwards; 56·2 per cent. range from 50 per cent. to 75 per cent., and only *three* students fall below 30 per cent. First year.

"In Question 1 of the arithmetic section the answer given is too often a bald sentence. A concrete example and the mode of treating it is given, but a clear explanation of the point wanted appears to have presented too many difficulties to many.

"Question 8, which is the mixing of teas, seems to belong to a type with which no class is familiar. In much the same position, so far as knowledge of the proper treatment is concerned, is Question 9 (*b*).

College.	No. of Students.	Per-centage of Marks obtained.
Glasgow F.C.	77	69·06
„ C.S.	68	63·84
Edinburgh C.S.	57	69·34
„ F.C.	57	71·21
Aberdeen C.S.	47	62·15
„ F.C.	37	63·78
Edinburgh Epis.	29	63·02
Totals	372	66·6

Mr. Struthers:—

History. First and second year.

"These papers, it may be presumed, are those of students who showed a defective knowledge of this subject at the previous examination (admission or first year). If so they show most creditable progress. With few exceptions they display a very adequate knowledge not only of the special period professed but also of the general scope of British history. There was nothing in the nature of the answering which calls for further remark."

Mr. Walker:—

Domestic Economy. Second year.

"The quality of the papers indicates that the text-books have been carefully studied, but there is reason to fear that the practical knowledge of the students is not commensurate with their book-knowledge of the subject. For instance, in Question A 2 all recommend the use of a roasting jack, but it is quite plain that about 95 per cent. of them have never seen one, and do not know what it is.

"A prevalent fault in the papers, as in all examination papers, is that they do not adhere strictly to the terms of the question. They have a tendency to write down all they know, or think they know, about the branch of the subject in question, and so introduce much irrelevant matter. They seem to think it necessary to cover every line of the paper and more, while they might get full value for answers occupying half the space if they would only stick to the point.

"The question (D. 10) about the Post Office Savings Bank was seldom fully answered. The explanation of what is meant by a deferred annuity was generally satisfactory; but when they proceeded to give an example—which they were not asked to do—the figures were generally absurdly wide of the mark.

"The handwriting of the papers is mostly good, slips in spelling are few, but grammar and composition are capable of improvement."

Dr. Smith:—

Domestic economy.

"I have to remark again that the chief defect of the acting teachers is that they do not do themselves justice. Unaccustomed to examinations, they do not know how to divide the time and space at their disposal, and having answered one half of a paper admirably they are compelled to leave the rest untouched.

"Almost invariably they did better in the practical than in the theoretical questions, but in both they show a greater tendency to vary between very good and very bad than those who have passed through the training schools. On the whole, however, I have to chronicle a great improvement."

Mr. Lobban:—

Domestic economy. First year.

"The subject appears to have been studied to good purpose in all colleges, the answering being for the most part full, accurate, and intelligent. Some of the students, by dwelling too long on one or two favourite topics, left themselves too little time and space for the adequate treatment of the rest of the paper."

Mr. Robertson:—

French. First year.

"The passages set for translation from French into English did not present any difficulties of vocabulary, though one at least of them gave a good opportunity for the display of literary ease and style in the rendering. Except in this last point the translation was generally accurate and sensible. The accidence part of the paper was mostly well done. The final section of the paper, however,—the translation into French of short detached conversational sentences—proved disastrous to a considerable proportion of the candidates. It may be said, in a word, that the knowledge of simple syntax is far too weak. The students ought to be well drilled in ordinary colloquial idioms."

Male and Female Students.

Mr. King:—

"The students, or their instructors, have profited by last year's criticism, and the answers in geography are distinctly better than they have been for some time. On the other hand there is, except in one college, no falling off in physiography. Geography and physiography.

"The acting teachers, with few exceptions, gain creditably high marks for geography; but their physiography continues to be very weak indeed.

"I should like to prohibit the use of coloured pencils. It is pure waste of time, so far as the earning of marks is concerned, to surround the outlines of the maps with shadings of blue or red; and the habit, which some have, of underlining important points of each answer with blue is an annoyance to the examiner, who has his own blue pencil to underline errors. The matter may appear to be trivial, but when complaints are so often made that sufficient time is not allowed for answering the questions set, it may be worth while to point out one respect in which time is spent without advantage to any one."

Mr. Bathgate:—

"These papers are, as a rule, satisfactory, containing copious information set down in a business-like style. The following are the average marks obtained at the various colleges:— First year Females.

Glasgow Church of Scotland - - -	76 per cent.
Edinburgh Episcopal - - - -	75 „
„ Free Church - - -	75 „
„ Church of Scotland - -	74 „
Aberdeen Free Church - - -	73 „
Glasgow Free Church - - -	72 „
Aberdeen Church of Scotland - -	61 „

"The questions in geography are well answered, especially those requiring general information. The map drawing is also in most cases good. There is, however, an exception which enforces more strongly than I have ever seen the necessity of 'concentric' teaching of geography, so as to secure revisal and permanent knowledge of the more important parts of the subject. I refer to the map of the mountain system of Scotland south of the Forth and Clyde Canal. This map was decidedly the worst done of the four on the paper, and good marks were rarely obtained for it. It is possible that if the river system had been asked in combination with the mountains, some of the maps might have been more definite and symmetrical. But in any case there were frequently errors which a 3rd Standard scholar should have been able to correct. The question on productions was well answered, but a good many students did not seem to know any difference between flax and linen, saying that the former is obtained from the towns engaged in the linen manufacture.

"The questions in physiography are generally well answered, but requiring more thought, are not always so successfully dealt with. The monsoons are intelligently discussed by many students, but in one or two of the colleges the generally accepted theory attributing the monsoons to the heating of the land masses north and south of the equator alternately does not seem to have been explained. The phases of the moon are properly explained in most papers, but a number give such an account of them that one concludes they cannot have studied the diagrams. In a good many papers the 'quarters of the moon' seems to be taken as indicating the quantity seen. In some colleges the style of penmanship might be more regular. But, as I have said, the results in this subject are generally good."

Mr. Craigie:—

"I revised 893 papers on mental arithmetic from all the colleges and centres in Scotland. The papers of the students are the best I have yet examined, and in comparison with those of former years show a distinct rise in efficiency. Last year three students obtained full marks for their papers, whereas this year no fewer than six female and two male students, and one female acting teacher, have attained to this distinction. Mental arithmetic.

"The work of the acting teachers is also better than that of last year. Only two papers had all the answers wrong.

"The following table gives the 'average mark' in each college:—

Females.	——	Males.	——
Edinburgh C. of S. College	27·8	Aberdeen F.C. College -	26·4
" F.C. College -	26·8	Edinburgh F.C. College -	26·1
Aberdeen F.C. College -	25·9	Glasgow C. of S. College -	25·7
Edinburgh Episl. College -	25·4	Edinburgh C. of S. College	24·7
Glasgow F.C. College -	23·5	Glasgow F.C. College -	23·8
Aberdeen C. of S. College -	23·	Aberdeen C. of S. College	19·6
Glasgow C. of S. - -	20·7		

Mr. Gall:—

Penmanship and dictation.

"The total number read was 810, of which 549 were worked by female students of the second year and by male students of both years. The remainder were written by acting teachers.

Penmanship.

"In penmanship the results, as a whole, are very satisfactory, and indicate that the subject is receiving a due measure of attention. No candidate obtains the maximum, but a gratifying proportion come very near it. The general style is bold and careful, and the improvement noted last year in respect of regularity of slope and relative lengths of letters is well maintained. In a good many cases the lines are unfinished, owing partly to a want of proper spacing, and partly to the size of the writing being too large.

Dictation.

"In dictation the results are very good and closely approximate, as is shown in the table subjoined. The words *inaccessible*, *besieging*, and *maintenance* presented most difficulty.

"There are two or three points of minor importance to which I may briefly advert. It seems to me that many candidates do not pay sufficiently close attention to the first reading, which is meant to give a connected idea of the sense of the passage. The result is that certain words are omitted and their place supplied by others which, though perhaps as difficult to spell, yet render the sentence meaningless, and lead in some cases to a loss of marks. Again, the instructions for working the paper say, 'The words must not be divided between two lines,' but this injunction is frequently overlooked. The transgression is perhaps not to be regretted, however, as it discloses the fact that a lesson on the recognised methods of dividing English words into syllables is more or less needed in all the colleges. Lastly, the test letter in a word is sometimes formed so indistinctly that one can scarcely tell what the candidate intended it to be. This is not a safe method for the candidate.

"Results in Dictation.

Students.	No. of Papers.	Marks earned.				
		50.	45.	40.	35.	30.
2nd year females - - -	272	197	56	16	2	1
Per-centage - - -	—	72·4	20·6	5·9	·7	·4
1st and 2nd year males - -	277	197	58	17	4	1
Per-centage - - -	—	71·1	20·9	6·1	1·5	·4
Total - - -	549	394	114	33	6	2
Per-centage - - -	—	71·8	20·8	6·	1·1	·3

Mr. Crombie :—

"Of the 736 papers on penmanship and dictation entrusted to me for revision, 373 were worked by female students of the first year and 363 by female teachers. As a general rule the students did better papers than the teachers, although the latter were by no means on a much lower level. The following table summarises a few of the more important results :—

	No. of Papers.	Per-centage of Marks in Penmanship.	No. correct in Dictation.	Per-centage of Marks in Dictation.
Students - - - -	372	79	248	95
Teachers - - - -	363	71	144	88

"These figures show the general superiority of the students over the teachers. Moreover, they may be regarded as forming a safe basis for the conclusion that the students have reaped considerable benefit from their first year's training. The respective numbers of students and teachers are almost equal, and the teachers were examined at the same centres, and were therefore drawn in similar proportions from the same localities as the students.

"In one college the upright style of writing is practised, but, generally speaking, a slightly sloped, bold round hand is favoured. The students' specimens of large hand from the same college show considerable uniformity. Handwriting appears, therefore, to receive a fairly adequate share of attention in the college curriculum. The small handwriting is often, however, too small, and the loops and joinings are not so carefully formed as in the larger handwriting. The proper spacing of letters and words is also capable of some improvement. Penmanship.

"In this subject the results are very gratifying. Of the 372 students who wrote the exercise, 248, or exactly two-thirds of the whole number, were without a mistake, and only 30 had more than one blunder. 'Maintenance,' 'prejudices,' 'accessible,' and 'primitive' were the most fruitful sources of error." Dictation.

Mr. McNaught :—

"First Year. *Staff Notation.*—The answers were generally good. The arrangement of sharps and flats in a signature is better understood than it used to be, and there is a closer approach to unanimity in the choice of names for intervals, but the terms 'imperfect' and 'pluperfect' are still used and are sometimes even applied to sixths as well as to fifths and fourths. The question calling for analysis of key was pretty generally shirked. The penmanship of groups of students was sometimes not satisfactory. *Tonic Sol-fa.*—I am glad to note that the improvement in general accuracy observed in recent years in working tonic sol-fa papers is fully maintained. As the tonic sol-fa notation is almost unreadable if it is not very well written, I observe with satisfaction that more care is being given to the spacing of pulses and the placing of dots and commas, &c. Music.

"Second Year. *Staff Notation.* — On the whole the results were satisfactory in the answers to questions on rudiments. But construction calling for thought and arrangement of material was not nearly so good. Few students were able to define correctly the keys of the three passages given, and fewer still were able to write a simple passage of syncopation in accordance with the plain directions given. Then as to the compass of voices many and especially acting teachers, evidently prepare themselves by learning a formula "trebles and tenors C to G and altos and bases G to C" without troubling to know which G or which C is meant, and without attempting to distinguish

between the compass of trained adults and untrained young children. The question on compass having been put in an unusual but perfectly legitimate form, the want of real knowledge of this important point was painfully evident. The terms *legato* and *tuyau* were often defined incorrectly. *Tonic Sol-fa Notation.*—Most of the questions were very well answered. The important one requiring passages written on the 'imperfect' method to be written with bridge notes, and the questions on syncopation and compass were not so well answered as the others. In the compass question candidates were given the option of expressing pitch on a staff. Many availed themselves of this aid to a clear visual expression of pitch. The remarks made above on writing syncopation and on the definitions of musical terms apply with equal force to the 'tonic sol-fa papers."

COMPARATIVE TABLE showing results of EXAMINATION at ADMISSION and at END of TWO YEARS' TRAINING.

College.	No. of Students.	Admission Examination, 1892.			Christmas Examination, 1894.			
		Average (Sum of Last for Second)	Number in		Number in			
			1st Division.	2nd Division.	1st Division.	2nd Division.	3rd Division.	Failed.
MALES.								
Edinburgh C. of S.	32	71·2	18	11	15	6	6	—
„ F.C. -	30	94·4	11	19	13	15	1	—
Glasgow C. of S.	28	70·0	17	11	15	10	3	—
„ F.C. -	31	52·	25	6	19	12	—	—
Aberdeen C. of S.	10	76·8	5	5	5	5	—	
„ F.C. -	12	91·8	5	7	8	4	—	—
FEMALES.								
Edinburgh C. of S.	54	241·2	13	41	15	32	7	—
„ F.C. -	42	95·3	32	10	30	10	—	
„ Epis.	30	*260·	11	19	14	14	2	
Glasgow C. of S.	56	114·	26	28	20	32	2	
„ F.C. -	42	84·	29	13	24	8	—	—
Aberdeen C. of S.	29	74·	27	2	20	7	1	—
„ F.C. -	25	202·	6	19	15	13	—	—
TOTALS (Male and Female).								
Edinburgh C. of S.	86	—	31	52	30	38	9	—
„ F.C. -	72	—	43	29	43	25	1	—
„ Epis.	30	—	11	19	14	14	2	—
Glasgow C. of S.	82	—	43	39	35	42	5	—
„ F.C. -	73	—	54	19	53	20	—	—
Aberdeen C. of S.	39	—	32	7	25	12	1	—
„ F.C. -	37	—	13	26	23	16	—	—

* Exclusive of 10 English candidates, all of whom were in the first class.

The following table shows the number of students who attended the University from 1874 to 1894 inclusive, although the present system of attendance was not fully introduced till 1877 :—

Year.	Number of Students.						Total.
	Church of Scotland Training Colleges.			Free Church Training Colleges.			
	Edinburgh University.	Glasgow University.	Aberdeen University.	Edinburgh University.	Glasgow University.	Aberdeen University.	
1874	6	7	—	11	9	—	33
1875	2	4	—	20	7	—	33
1876	2	8	—	24	23	—	57
1877	12	25	—	48	35	—	120
1878	20	24	—	46	40	—	130
1879	37	37	—	55	42	—	171
1880	37	37	—	48	45	—	167
1881	33	38	—	47	40	—	158
1882	35	40	—	29	38	—	142
1883	35	36	—	44	34	—	149
1884	35	34	—	43	36	—	148
1885	39	36	—	50	41	—	166
1886	43	49	2	48	45	4	191
1887	42	44	7	43	40	6	182
1888	41	33	7	50	22	6	159
1889	52	43	9	40	33	6	183
1890	53	42	9	41	43	4	192
1891	50	45	14	48	56	7	220
1892	46	44	18	51	68	13	240
1893	43	45	18	48	56	10	220
1894	45	42	16	50	55	12	220
Totals	708	713	100	884	808	68	3,281

The removal of the certificate examination from December to Midsummer will be of decided advantage to the students who take University classes. They will be able, now that there is no intercrossing of training college and University examinations, to give undivided attention to their University work.

The number in attendance is the same as last year, though the number of female students (32) is this year much larger.

Last year 71 gave attendance for a third session. This year there are 75.

The accounts furnished to me by the professors in the three Universities are in the highest degree favourable, the training college students in several instances carrying off the majority of the prizes. They form throughout a very valuable element in all the classes.

I have the honour to be, &c.

JOHN KERR.

To the Right Honourable
The Lords of the Committee of Council
on Education for Scotland.

SPECIAL REPORTS.

EDINBURGH CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—Peter Mackinlay, M.A., Principal; Rev. A. M. Trotter, M.A., B.D., English; Edward Kirpatrick, M.A., Oxon., classics and drawing; Alex. Morgan, M.A., B.Sc., science; James McN. Steele, master of method; Leo Melliet, B.A., LL.B., Paris, French; Walter Hately, music; James Hay, drawing; James A. Moonie, singing; Janet E. Macgregor, lady superintendent; Mary J. Smith, music; Catherine Walker, lady superintendent of boarding house.

Health of Students.—With two slight exceptions the students have been in good health. No systematic physical drill is taught in this college. I strongly recommend that it should be introduced for both male and female students. A very competent teacher is employed in connexion with the practising schools. His services could be taken advantage of for the training college, in which there is a large hall admirably suited for the purpose.

Number of Students.—The number of students during the past session was as follows:—

Males.	
First year	27
Second year	27
	54
Females.	
First year	57
Second year	51
	108

giving a total of 162, or three more than last year.

Scholarships.—All the male and 40 female students hold bursaries. The males receive 25*l.* or 23*l.* per session, according as they pass in the first or second class at the admission examination. The female students receive bursaries varying in value from 18*l.* to 8*l.* All students pay yearly 5*l.* for books and education. 68 female students are self-supporting. All the students had been pupil-teachers.

The Practising School.—The attendance continues to be large, and the instruction highly efficient.

The Boarding House.—The boarding house is full and managed most satisfactorily.

Cookery.—Cookery and laundry are taught as formerly.

University Students.—During the present session 45 students attended Edinburgh University—14 for a third session, 14 for a second, and 17 for a first.

Classes attended.—17 attended junior, and 7 senior Latin; 5 junior, and 1 senior Greek; 17 junior, and 6 senior mathematics; 9 English literature; 10 natural philosophy; 1 chemistry; 1 archæology; 16 education; 12 logic; 1 geology; 6 moral philosophy.

Four female students attended University classes.

University Distinctions.—One student got in open competition "The Kelland Memorial Prize," and another the Simson Bursary of 75*l.* Other class honours gained were the 1st medal in junior mathematics, 4th prize in senior Latin, 4th prize in junior Latin, and the 6th prize in logic. The names of students appear 47 times in the Certificates of Merit List.

Former students have also come well to the front. Among the honours gained by them may be mentioned the Medal and Cousin prize in fine art, the Bland scholarship of 98*l.* 10*s.* a year tenable for two years, the Aitken scholarship of 109*l.* 9*s.* 2*d.* a year, tenable for two years, the 1st prize in third year Divinity, the 1st and 3rd prizes in first year Divinity, the 1st and 4th prizes in Ecclesiastical Divinity, &c.

RESULTS.

Drawing:—

Passes, first class - - - - -	68
„ second class - - - -	55
Certificates - - - - -	22

Science:—

Subject.	Number presented.	Passed in		Failed.
		First Class.	Second Class.	
Physiography:—				
(*a.*) Advanced stage - - -	76	46	29	1
(*b.*) Elementary stage - -	85	85		0
Heat:—				
Advanced stage - - -	27	4	22	1
Theoretical Mechanics:—				
Elementary stage - - -	2	2		0

Christmas Examination.—The results of the examination for certificates at Christmas, 1894, are given in the tables following this report. The average place of the males at the admission examination, 1892, was 71, and of the females 241. At the end of two years' training 80 passed in the first, 38 in the second, and 9 in the third division, below which none fell.

Out of 161 candidates of both years, 141, or 87·5 per cent., are in the first and second divisions as against 82·9 per cent. last year. It may also be noted that 54, or 33·5 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Dr. Patrick, J. A. Trail, Esq., and Professor Laurie.

EDINBURGH FREE CHURCH TRAINING COLLEGE.

Visited with Mr. Struthers in May and November.

Staff.—M. Paterson, B.A., LL.D., Principal; Wm. Lees, M.A., mathematics; David Baxter, M.A., English and classics; F. Spence, M.A., B.Sc., science; C. le Harivel, French; J. B. Napier, drawing; W. Hately, music; T. B. M. Lamb, M.A., tutor in classics; Miss Shanks, lady superintendent; Miss Brown, head of boarding house, sewing; Miss Millar gave a course in Kindergarten; drill sergeants.

Health of Students.—The medical report is generally satisfactory. There have been only a few slight ailments, and recently one case of scarlet fever, the patien being at once removed to the city hospital.

Attendance of Students.—The number of students during 1894 was:—

Males.	
First year	35
Second year	30
	65
Females.	
First year	60
Second year	42
	102
Total	167

These may be divided into two classes, viz.:—

I.—Students holding Queen's scholarships:—

Males.	
18, each	25
45 „	23
2 „	21
Females.	
2, each	18
6 „	15
12 „	10
20 „	8

II.—Ordinary or self-supporting students:—

Females	62

All had been pupil-teachers except two men.

The Practising School.—The practising school maintains its reputation and attendance.

The Boarding House.—The boarding house is conducted with the same very satisfactory care and ability as formerly.

Cookery, &c.—Cookery, laundry, and drill are taught as formerly.

University Students during session 1894–5:—

	Males.	Females.
(*a.*) Who passed entrance in July 1894	10	10
(*b.*) „ „ 1893	13	2
(*c.*) „ „ 1892	13	2
Total	36	14

Classes attended:—

9 students attend the junior, 6 the senior, and 1 the honours Latin;
3 „ „ „ 1 „ „ 1 „ Greek;
12 „ „ „ 7 „ „ 1 „ mathematics;
11 „ „ natural philosophy, one of these taking the advanced honours class in this subject.
20 „ „ lectures on rhetoric and English literature.
14 „ „ „ education.
13 „ „ „ logic.
3 „ „ „ French.
2 „ „ „ moral philosophy.
1 student takes astronomy and one takes political economy.

University Distinctions gained by present and former students:—In Latin, Honours class, 1st medal (equal with another); in junior class, 2nd medal, 10th prize, and prize for Latin prose. In Greek, junior class, 1st medal and two students equal for 3rd prize, and other three prizes. In moral philosophy, 2nd prize and medal. In political economy, 1st prize and prize of 10*l* 10*s*, also 6th prize. In mathematics, senior class, 6th prize, and Newton Bursary—20*l* for two years; in junior class, 2nd prize. In natural philosophy, 8th prize, in advanced class, 1st medal and 4th prize. In logic, 12th prize.

In the *degree* examination *three* former students have gained first-class honours in mathematics.

DRAWING RESULTS.

First class passes	105
Second class „	94
Certificates	62

SCIENCE RESULTS.

Subject and Class.	Number presented.	First Class.	Second Class.	Failed.
Sound, Light and Heat:—				
Advanced (sound)	28	22	6	0
Elementary	34	10	20	4
Mechanics of Solids:—				
Advanced	3	1	2	—
Elementary	15	13	2	—
Physiography:—				
Men—Advanced	22	18	3	1
„ Elementary	28	27	1	—
Women—Honours	5	—	—	5
„ Advanced	51	39	12	—
„ Elementary	42	42	—	—
	228	172	46	10

Christmas Examination.—At the July examination of 1892 the average place of the males was 94·4, and of the females 95·3. At the end of two years' training 42 passed in the first, 25 in the second, and one in the third division. Out of 160 candidates of both years 148, or 92·5 per cent., are in the first or second divisions as against 91 per cent. last year. Of these 77, or 48·1 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present at the meeting of the board were the Rev. Dr. MacPhail, Rev. W. M. Falconer, Alex. Gray, Esq., James Simson, Esq., and J. Watt, Esq., Secretary.

EDINBURGH EPISCOPAL FEMALE TRAINING COLLEGE.

Visited with Mr. Struthers in June and October.

Staff.—Rev. J. R. Leslie, M.A., Principal; Isabella Smith, lady superintendent; Margaret E. Oxley and Margaret E. Davidson, governesses; Jas. Sneddon, Mus. Bac., Cambridge, music; J. A. L. Kunz, French; Mrs. Black, cookery; Mary L. Rayner, and Mary Goodwin, mistresses of method.

Health of Students.—Health of students is reported as good. The only cases deserving notice were two—one of erysipelas and one of gastric ulcer. Both recovered.

The number of students during the past session was as follows :—

FEMALES.

First year	29
Second year	30
	59

In this college all the students are received on the same terms. There are no bursaries as in the other Scotch colleges. Each student pays an entrance fee of 12*l.* and receives her board, washing, education, &c. free.

All but four had been pupil-teachers.

The Practising School.—The condition of the practising school is quite satisfactory.

Drill, &c.—Drill, cookery, and laundry work are taught as formerly.

RESULTS.

Drawing :—

Passes, first class	57
„ second class	32
Certificates	13

Science.

Subject.	Class.	Stage.	No. presented.	Passed.		Failed.
				First Division.	Second Division.	
Physiography	2nd year	Advanced	17	8	9	—
„	„	Elementary	13	9	3	1
„	1st year	„	29	21	6	2

Christmas Examination.—The results of the examination for certificates are given in the tables following this report. The average place of the candidates at the July admission examination, 1892, exclusive of 10 English candidates, was 260. At the end of two years' training 14 passed in the first, 14 in the second, and 2 in the third division. This is a very creditable result.

Of the 59 candidates of both years, 51, or 86·4 per cent., are in the first and second divisions, and 16, or 27·1 per cent., are in the first division.

COMMITTEE.

Two attempts were made by myself and the committee to arrange a meeting, but a day mutually suitable could not be fixed upon. As no points of importance required discussion either on their side or mine, a meeting was for this year dispensed with.

GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Ogilvie in May, October, and November.

Staff.—David Ross, M.A., B.Sc., LL.D., Principal; D. G. Miller, M.A., classics and history; A. M. Williams, M.A., English; Alex. V. Lothian, M.A., mathematics and science; James Beveridge, master of method; J. A. Monteith, art-master; John Lyon, B.A. (Lond.), assistant art-master; D. B. Johnstone, A.Mus., music; A. L. Gorecki, French; Beatrice Fenwick, lady superintendent; Mary Allan, LL.A., St. Andrews, assistant lady superintendent: J. A. H. Lamond, superintendent of boarding house.

Health of Students.—The health of the students has been very good. There was one case of blood poisoning.

The female students do not receive any physical drill. I strongly recommend that they as well as the male students should have the benefit of it.

The number of students during the past session was :—

MALES.

First year	34
Second year	28
	62

FEMALES.

First year	69
Second year	54
	123

All had been pupil-teachers.

Scholarships :—

MALES.

	£	
34	25	each.
28	23	„

FEMALES.

2	18	each.
6	15	„
12	10	„
20	8	„

In addition there were 83 ordinary or self-supporting female students.

The Practising School.—The practising school in respect of attendance and efficiency maintains its high character.

The Boarding House.—The management and sanitary arrangements of the boarding house are in every way satisfactory.

Cookery and laundry are taught as formerly.

University Students.—

1. (*a.*) New entrants (passed July 1894) - - 5
   (*b.*) End of first year - - - - 23
   (*c.*) „ second year - - - - 14

2. *Classes attended* :—10 senior, and 7 middle Latin; 1 senior, and 12 middle Greek; 8 middle mathematics; 30 English literature; 22 education; 5 natural philosophy; 13 moral philosophy; and 2 history.

University Distinctions.—Middle Greek, 3rd and 5th prizes; middle Latin, 3rd and 4th prizes; middle mathematics, 4th prize; natural philosophy, 5th, 11th, and 16th prizes, and also a prize in the "Higher Course"; English literature, 4th, 10th, and 14th prizes; history, 5th prize; education (males), 1st, 3rd, and 4th prizes, (females), 1st, 2nd, and 3rd prizes.

RESULTS.

Drawing :—

Passes, 1st class - - - - 163 } 271
„ 2nd class - - - - 108 }
Certificates - - - - - 42

Science.

Subjects.	Class.	Number presented.	Passed in		Failed.
			First Class.	Second Class.	
Mechanics:					
(*a.*) Solids - -	Men - -	62	36	24	2
(*b.*) Fluids - -		57	36	19	2
Physiography - -	All classes -	178	169	9	0
		297	241	52	4

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report.

The average place of the males at the July examination, 1892, was 70, and of the females 114. At the end of two years' training 35 passed in the first division, 42 in the second, 5 in the third.

Out of 183 candidates of both years, 171, or 93·4 per cent., are in the first and second divisions, as against 89·3 per cent. last year. It may also be noted that 77, or 42 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were Sir John N. Cuthbertson, Rev. Professor Stewart, D.D., Rev. Dr. Watt, Rev. R. K. Monteath, B.A., James Graham, Esq., LL.D., Professor S. S. Laurie, Secretary.

GLASGOW FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Ogilvie in May and November.

Staff.—Thomas Morrison, M.A., LL.D., Principal; John Kerr, M.A., LL.D, mathematics and science; James White, English and drawing; Thomas M. Morrison, M.A., physiography and Latin; Archibald J. Hood, M.A., master of method; James Gallie, A. Mus., music; Antoni Gorecki, French; Mrs. James, lady superintendent; Mrs. Black, cookery; Miss Ewing, kindergarten; Sergt.-Major Pearcey, drill.

Health of Students.—The medical report is highly satisfactory.

Number of students in attendance. Session 1894 :—

MALES.

First year - - - - - -	29
Second year - - - - - -	31
	60

FEMALES.

First year - - - - - -	80
Second year - - - - - -	43
	123

SCHOLARSHIPS.

MALES.

	£
32, each - - - - - -	25
28 „ - - - - - -	23

FEMALES.

2, each - - - - - -	18
0 „ - - - - - -	15
22 „ - - - - - -	10
61 „ - - - - - -	8

Eighty-one students were self supporting. All the male students save two had been pupil-teachers, and all the females without exception.

Practising School.—The attendance and efficiency of the practising school are thoroughly maintained.

Drill, cookery, and laundry are taught as formerly.

University Students.—Attending during the present session :—

1. (*a.*) Passed entrance examination last July -	Males	16
	Females	6
(*b.*) „ at end of first year - - -	Males	10
	Female	1
(*c.*) „ „ of second year - -	Males	22
Total - - -		55

2. *Classes attended* :—Eight attended senior, and 17 middle, Latin; 2 attended senior, and 12 middle, Greek, 2 attended senior, and 26 middle mathematics, 16 attended English literature, 5 attended logic, 16 attended moral philosophy, 17 attended natural philosophy, 1 attended history, 3 attended French.

University Distinctions.—The 3rd and 8th prizes in middle mathematics; four prizes in natural philosophy, viz., 9th (two students equal), 11th and 17th, and 1st prize in higher course; the 5th (two students equal), and 8th prizes in English literature; the 2nd and 6th prizes in middle Greek, and the 3rd prize in the lower middle class; the 2nd, 5th, and 6th prizes in middle Latin; one first class certificate in French, a Watt prize of 10*l.* for an essay on the Aquetaction of Gases. Four students took the M.A. degree.

RESULTS.

Drawing.—

Passes - - - - -	138 1st class.
„ - - - - -	131 2nd class.
Certificates - - - - -	44 1st class.
„ - - - -	61 2nd class.

Science.

	No. presented.	1st Class.	2nd Class.	Failures.
Physiography—Males, 2nd year -	31	31	0	0
„ Females, 2nd year -	43	28	15	0
Mechanics—Males, 2nd year - -	31	2	24	5

	No. presented.	Pass.	Fair.	Failures.
Physiography—Males, 1st year - -	29	29	0	0
„ Females, 1st year	77	76	1	0
Mechanics—Males, 1st year - -	29	19	9	1

Christmas Examination.—The results of the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1892 was 52, and of the females 84. At the end of two years' training 53 passed in the first division, 20 in the second, and none fell below the second division.

Out of 178 candidates of both years, 172, or 96·6 per cent., are in the first and second divisions, as against 98·1 per cent. last year. It may also be noted that 100, or 56·18 per cent. of the whole number, are in the first division.

COMMITTEE.

The members present were the Rev. Principal Douglas, D.D., Hugh Brown, Esq., George M. Grierson, Esq., and James Parlane, Esq.

ABERDEEN CHURCH OF SCOTLAND TRAINING COLLEGE.

Visited with Dr. Stewart in May and October.

Staff.—Joseph Ogilvie, M.A., LL.D., Principal; David Craib, M.A., mathematics and science; James Wattie, M.A., B.A Oxon, English and classics; J. Hoffmann, L.R.A.M., singing; John P. McCann, drawing; Alfred McLeod, elocution; Major Cruden, physical training; Elizabeth Cleland, French, &c.; Ella G. Worship, sewing; Isabella Clarke, domestic economy and German; Jessie Morrison, lady superintendent and mistress of method.

Health of Students.—The medical report is very satisfactory. There has been only one case of serious illness.

Attendance.—The number of students in attendance during the past session was :—

MALES.

First year - - - - - -	6
Second year - - - - - -	10
	16

FEMALES.

First year	47
Second year	29
	76

SCHOLARSHIPS.

MALES.

	£
8, each	25
3 „	23
5 „	20

FEMALES.

2, each	18
6 „	15
22 „	10
9 „	8
2 „	5

There are, in addition, 35 self-supporting female students:—

All but two male and seven female students had been pupil-teachers.

The Practising School.—The practising school maintains its attendance and efficiency.

Boarding House.—The boarding house is conducted as hitherto with most praiseworthy care and skill.

Drill.—Drill continues to be an admirable feature in this college. In the physical training college under the supervision of Major Cruden and his assistants, the variety of the exercises and precision with which they are performed are admirable. The resultant erect bearing and healthy colour of the female students suggest the expediency of having the same attention paid to this subject for the female students in the Edinburgh and Glasgow Colleges, as a healthy accompaniment to long hours of intellectual work, for which male students find relaxation in games of various kinds.

Cookery and Laundry.—Cookery and laundry are taught as usual.

University Students.—The number of students attending the university during session 1894–95 in terms of Art. 102 of the Code is:—

		Males.	Females.
(*a.*)	Who passed the T.C. entrance examination in July 1894	1	3
(*b.*)	„ „ „ „ 1893	5	2
(*c.*)	„ „ „ „ 1892	4	—
(*d.*)	„ „ „ „ 1891	1	—

The subjects and numbers are as follows:—

There are taking senior Latin, 1; junior mathematics, 1; logic, 1; chemistry, 2; natural philosophy, 2; natural history, 3; senior mathematics, 3; moral philosophy, 4; English, 5; education, 11.

University Distinctions.—Eleven prizes and 14 certificates of merit were obtained. The following are the prizes:—8th prize in senior Greek; 2nd in English; 1st in logic; 1st in natural history; 1st in natural philosophy; 1st, 2nd, and 3rd in education; 4th in mathematics; and 3rd and 5th in Christian evidences. Three will graduate.

RESULTS.

Drawing:—

Passes (1st classes)	70
„ (2nd classes)	57
Certificates, (1st class)	17
„ (2nd class)	41

Science.

Subject.	Stage.	Students of	No. presented.	Passed.	Passed "fair."	Passed in		Failed.
						1st Class.	2nd Class.	
Practical Plane and Solid Geometry.	Elementary	1st year	34	20	6	—	—	8
„ „ -	„	2nd year	2	1	1	—	—	—
Mechanics (Fluids) -	„	2nd year	5	1	4	—	—	—
„ „ -	Advanced -	2nd year	2	—	—	1	1	—
Human Physiology -	Elementary	1st year	52	30	18	—	—	4
„ „ -	„	2nd year	31	20	9	—	—	2
„ „ -	Advanced -	1st year	1	—	—	—	—	1
„ „ -	„	2nd year	6	—	—	—	2	4
Physiography - -	Elementary	2nd year	18	17	1	—	—	—
„ - -	Advanced -	1st year	5	—	—	4	—	1
„ - -	„	2nd year	20	—	—	14	6	—
Totals - -		-	176	89	39	19	9	20

Christmas Examination.—The average place of the males at the entrance examination in July 1892 was 76·8, and of the females 74. At the end of two years' training 25 passed in the first, 12 in the second, and 1 in the third division.

Out of 91 candidates of both years 70, or 77 per cent., passed in the first or second divisions, and 36, or 39·5 per cent., passed in the first division.

COMMITTEE.

The members of the committee of management who were present at the meeting of the board were the Rev. Dr. Cooper, Rev. Dr. Cowan, Professor Traill, Alex. Simpson, Esq., and G. A. Simpson, Esq., secretary.

ABERDEEN FREE CHURCH TRAINING COLLEGE.

Visited with Dr. Stewart in May and October.

Staff.—John Adams, M.A., B.Sc., Principal; John L. Mackenzie, B.A., B.Sc., mathematics and science; John Downie, M.A., Latin and English; George Davidson, physiography and school subjects; Alex. Bremner, M.A., B.Sc., practising school; Wm. Litster, music; John Hay, drawing; Major Cruden, drill; Robert. B. Bateman, Mus. Bac., instrumental music; Mrs. Black, cookery; Dr. Urquhart medical officer; Miss A. Walker, LL.A., lady superintendent.

Health of Students.—The medical report bears that the health of the students has been good, but that a considerable number of the female students have found the sewing a great strain on their eyes, and require glasses to enable them to work with comfort.

There were in regular attendance the following students:—

MALES.

First year - - - - - -	10
Second year - - - - - -	12
	22

FEMALES.

First year - - - - - -	38
Second year - - - - - -	27
	65

These may be further divided into three classes, viz. :

1. Students holding Queen's scholarships :—

MALES.	£
9, each at - - - - - -	25
13 „ - - - - - -	23

FEMALES.	£
2, each at - - - - - -	18
6 „ - - - - - -	15
12 „ - - - - - -	10
20 „ - - - - - -	8

2. Ordinary or self-supporting students :—

Females - - - - - -	18

3. Students specially admitted and on whose account no grants were paid :—

Females - - - - - -	7

All but two male and three female students had been pupil-teachers.

Cookery and Laundry Work.—The female students all went through regular qualifying course in those subjects under Mrs. Black as in former years.

Practising School.—The practising school maintains its attendance and efficiency.

Drill.—The students in this college are trained in physical exercises in the same way by the same teachers as in the E. C. College, and the remarks made under the head of drill on that college apply here.

University Students.—The number of students attending the University under Art. 102 (*a*) of the Code is as follows:—

(*a*.) Students who passed the admission examination in July 1894 - - - - -	3 males 2 females
Total - -	5
(*b*.) Students at end of first year - - - -	2 males
(*c*.) „ „ second year - - -	3 „

Classes attended :—Junior Latin, 3; junior mathematics, 4; senior mathematics, 3; moral philosophy, 3; logic, 3; chemistry, 2; education, 2; English, 2; theoretical geology, 2; practical geology, 2; French, 3.

University Distinctions.—Two students graduated as M.A. The following prizes were gained :—*first* in English literature, *second* in senior French; *the medal* in geology; and *sixth* prize in junior mathematics.

RESULTS.

Drawing :—

2nd Class - - - - - -	62
1st Class - - - - - -	70
Complete certificates, 2nd Class - - -	17
„ „ 1st Class - - -	6

Science.

Subjects.	Class.	Number examined.	Number passed.	Number who had "fair."	Number Failed.	Number in Advanced Stages who passed.	
						1st.	2nd.
Agriculture -	1st year, males -	10	6	4	—	—	—
„ -	2nd „ „ -	12	11	—	1	5	6
Geometry -	1st year, males -	7	7	—	—	—	—
„ -	„ „ females -	26	9	9	8	—	—
„ -	2nd „ females -	6	1	4	1	—	—
Physiography -	1st year, males -	10	10	—	—	—	—
„ -	2nd „ males -	12	12	—	—	10	1
„ -	1st „ females -	37	34	3	—	—	—
„ -	2nd „ females -	27	25	1	1	8	12

Christmas Examination.—The results in the recent examination for certificates are given in the tables following this report. The average place of the males at the entrance examination in July 1892 was 91·5, and of the females 262. At the end of two years' training 23 passed in the first and 16 in the second class. There were none in the third class, and no failures.

Out of the 86 candidates of both years 9 passed third class, the others being either first or second; 39 or 45·3 per cent. of all the candidates, passed in the first division.

COMMITTEE.

The members present were the Rev. Prof. Salmond, D.D., Rev. Prof. Cameron, D.D., the Rev. W. M. Clow, B.D., Rev. G. Webster Thomson, M.A., Rev. F. R. Barry, Hugh R. Souper, Esq., J. Lyall Grant, Esq., G. T. Harvey, Esq., Gray C. Fraser, Esq., secretary.

REPORT, *for the Year* 1894, *on* NEEDLEWORK, *in the* TRAINING COLLEGES *of* SCOTLAND, *by* THE HONOURABLE MRS. COLBORNE, DIRECTRESS OF NEEDLEWORK.

MY LORDS, 15th March 1895.

I HAVE the honour to submit my annual report on the needlework of the students attending the training colleges of Scotland, and of the candidates who took part in the Queen's Scholarship Examination of July 1894.

The number of students examined for certificates was 643, an increase of 87 on the figures of 1893. The average marks gained by them was 79·5, namely, 7 per cent. higher than in 1893. The test exercises showed marked improvement, they were generally carried out with care, and in a much more sensible manner than formerly. The cutting-out requirements of the needlework syllabus have often proved a stumbling-block in a student's path; but the difficulties they presented have apparently been overcome, and the *extraordinarily* shaped paper garments, which would have been unwearable by any *ordinary* human being, are nowadays conspicuous by their absence.

The work of the acting teachers (594) is still far from satisfactory; to earn 54·8 per cent. as an average mark shows a low standard of skill and knowledge; an advance has, however, been made in one branch of the subject, the pattern making was decidedly better.

The results of the Queen's Scholarship Examination (July 1894) were fairly good, but I greatly regret that a wider and more thorough knowledge of the fundamental principles (if I may so call them) of needlework is not acquired by pupil-teachers during their apprenticeship. Too much of the time they devote to needlework is, I fear, spent in the production of one or two elaborately finished garments instead of being given to learning how to cut out, put together, and sew neatly one or two useful garments, and I would strongly urge on all who are responsible for the needlework of pupil-teachers the desirability of drawing up a definite course of instruction for the pupil-teachers of each year, excluding from the schemes any garments or specimens which demand an expenditure of time disproportionate to the value of the exercises as aids to practical knowledge of needlework.

An earnest wish has been expressed that students during the second year of their college training should be relieved of a large portion of the needlework now required from them; such an alteration will, I trust, ere long be possible, but until candidates on admission into college show greater proficiency in the subject it will be most undesirable to omit from their syllabus so important a part of it as the making up of garments.

The special reports on the various training colleges, which I have the honour to submit to my Lords, bear testimony to the decided advance in teaching power made by the students during the last few

years. In some cases more practice in handling classes of children would be of value, and I trust that at no distant date much of the time which is now given to needlework (plain sewing, &c.) may be devoted by second year students to acquiring skill and readiness in teaching the homely but useful art of the needle.

I have the honour to be, &c.

RHODA E. COLBORNE.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

TRAINING COLLEGES.—SCOTLAND.

ABERDEEN CHURCH OF SCOTLAND.

2nd Year Students.

The oral examination of the students produced very satisfactory results. The cutting-out exercises at the certificate examination were well done, but the darns showed weakness.

1st Year Students.

The papers were well written, but the explanatory diagrams were poor. The test exercises generally earned good marks.

ABERDEEN FREE CHURCH.

2nd Year Students.

Excellent marks were gained by the students both at the oral and practical examinations; the darning exercises deserved special praise.

1st Year Students.

The work of the junior students, though not equal to that of the senior class, was very good, and their papers were carefully written and well illustrated.

EDINBURGH CHURCH OF SCOTLAND.

2nd Year Students.

The average marks gained at the examination in teaching were very satisfactory; the cutting-out exercises at the certificate examination were also very good, but some weakness was shown in the darning exercises.

1st Year Students.

Some of the papers on patching were excellent and the diagrams were good the needlework exercises at the certificate examination did not reach an equally high standard.

Edinburgh Free Church.

2nd Year Students.

A very marked improvement in the needlework and cutting out exercises was observable at the Christmas examinations, many of the paper patterns were excellent. The oral examination also produced very satisfactory results.

1st Year Students.

The theoretical papers were thoroughly good, and the test exercises deserved high marks.

Edinburgh Episcopal.

2nd Year Students.

The test exercises were in many cases excellent, both the patterns and darns were well done. A very satisfactory standard in teaching has also been attained by the students.

1st Year Students.

In the theory papers the subject matter was correct, but more methodical arrangement of facts should be aimed at. The test exercises at the certificate examination were satisfactory.

Glasgow Church of Scotland.

2nd Year Students.

Both the oral and practical examinations were satisfactory, but judged as a class the students were somewhat weak both in teaching power and in needle skill.

1st Year Students.

The needlework questions were well answered and were illustrated by good diagrams. The test exercises were worked with care.

Glasgow Free Church.

2nd Year Students.

The results of the autumn and Christmas examinations were excellent. The paper patterns earned full marks; a few of the darning exercises showed weakness.

1st Year Students.

The test exercises at Christmas were not satisfactory. The majority of the papers on theory were excellent, they were methodically arranged and clearly expressed.

REPORT, *for the Year* 1894, *by* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *in the* TRAINING COLLEGES *of* SCOTLAND.

MY LORDS,

I HAVE the honour to present my report on music in training colleges for the past year. I am glad to hear that in several colleges it has been noticed that the number of those who enter without any knowledge of music is gradually decreasing. This is due, no doubt, partly to the fact that students are beginning to realise more fully its importance to them in their after career, and partly to the increased influence and wider spread of musical education in Scotland generally.

The annexed reports, whilst calling no special attention to the general results of the examination of individuals, show clearly that the beneficial effect of choral-class singing is now thoroughly appreciated. In several colleges my assistant (Mr. McNaught) and I were much struck by the excellence of the performances, and it was easy to see that the musical taste and artistic faculties of the students had received a valuable stimulus from this portion of the studies.

I have the honour to be, &c.

JOHN STAINER.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

APPENDIX.

ABERDEEN (CHURCH OF SCOTLAND).—The individual examination, both of the men and women, proved that the high class of teaching, for which this college has been praised in my reports, is still maintained. The individual work was very even and good; and those who started in a backward state had been brought up to a fair standard. The concert given by the students was full of interest, the somewhat extensive programme included Schubert's quartet *The Lord is my Shepherd*, admirably sung by the senior and junior female students combined, a part-song by Mendelssohn for men's voices, very creditably sung, considering that nature had endowed few of the male students with good voices, Hoffmann's cantata *The Legend of Oriella*, sung very brightly by the junior female students, and Glover's *Gipsy Chorus*, which was rendered with much spirit. Some songs of the best type were admirably sung by some of the senior students, and many piano solos, and other pieces for 6, 8, and 12 hands completed a most satisfactory programme. It is only fair to say with regard to the music in this college, that not only are the students thoroughly grounded in their school requirements by being made "old-notationists" as well as tonic-solfaists, but they catch from their excellent teacher a genuine musical enthusiasm, and receive from the musical atmosphere which surrounds them a definite amount of musical culture.

ABERDEEN (FREE CHURCH).

Mr. McNaught reports:—

"The sight singing, ear work and beating were satisfactory. The six-eight time tests were not done so well as they might have been, and the selection of songs was not as a whole good. The part singing was most commendable and would have sounded even better in a larger room. The programme included

choruses from Mendelssohn's setting of the Psalm, *O come let us worship*. The junior students seemed to be a promising set."

EDINBURGH (CHURCH OF SCOTLAND).—The men did not come up to a high standard. The reading and beating of the time-tests were almost without exception very unsatisfactory; intervals were rarely correctly attacked; and ear-tests were generally answered by guesses. As there seemed to be some special reason for this state of things, I and Mr. McNaught had some conversation on the subject with the rector and teachers of music. As a set-off against the failure of the individual examination of the men, the choral singing of the men and women combined was exceptionally good; the programme included the *Bridal Chorus* from *Lohengrin*, and the second act of Gluck's opera *Orpheus*, everything was sung with great taste, and good attack, and in the most difficult passages the pitch was admirably maintained.

The careful training of the female students as pianists, which has been referred to in my former reports, is still carried on under the experienced tutors of the college. Amongst other pieces, played simultaneously by several pianists or sets of pianists, was the *Caprice Concertante* for 16 performers on eight instruments, rendered with great taste and good execution.

Mr. McNaught, who examined the female students, reports as follows:—

"I found the female students very well prepared for the examination. The sight singing was often surprisingly fluent, and the songs were most carefully sung. The ear tests were also answered satisfactorily. It is evident that the causes which have led to the comparative failure of the men do not obtain on this side of the college. As the teachers are the same for both colleges, there must be some special circumstances that account for the backwardness of the male students. The concerted pianoforte playing of the female students was again one of the most interesting features of the work of this important college. In view of the fact that the economical and educational advantages of class instruction in pianoforte playing are year by year demonstrated by the success of these classes, it is a matter for surprise that the plan is not widely adopted elsewhere. The choral performances of the students deserve special mention. It was a highly creditable achievement to perform an act of a classic opera."

EDINBURGH (EPISCOPAL).

Mr. McNaught reports:—

"The sight singing was good but somewhat slow. The answers to ear tests were satisfactory, but the six-eight time was not done well. As the natural capacity of many of the students was rather poor, I fear the experienced teacher of this college must have found the teaching exceptionally hard. The part singing was especially good. Schubert's Serenade for female voices was beautifully sung. The first year students sang a selection of part-songs and glees with much taste and good tone."

EDINBURGH (FREE CHURCH).—The examination was highly satisfactory, and had it not been for a few men who were not naturally musical, or whose early training had been neglected, a better average of marks would have been obtained. But the care with which all had been prepared was very evident, and the less gifted ones did all that could reasonably be expected of them. No branch of work showed weakness; all were up to the same level. The female students I examined were above the average in general ability. The choral classes gave a programme of part songs, madrigals, and choruses, all of which were most creditably performed; the rendering of Benet's *Come, Shepherds follow me*, and of Walmisley's *Sweete Flowers* deserved special mention. At the close of the examination I met the committee and expressed my great satisfaction at the result.

Mr. McNaught reports :—

"The results were most satisfactory. I was most struck with the careful preparation of the songs. The experienced teacher of this college had, it appeared, taken special pains over this point. The influence of such teaching must be very beneficial and widespread."

GLASGOW (CHURCH OF SCOTLAND).—The individual examination showed very good results. I noticed, however, a little weakness in the six-eight time tests, and the ear-tests were not answered smartly as a rule. The senior choral class rendered the Cantata *Spring's Message* by Niels Gade quite charmingly; the tone was pure and good, the pitch and the attack excellent, and the expression admirable. I have rarely, if ever, heard a better piece of singing in a training college. The juniors (men and women) seemed to be a most promising set; they sang Callcott's *In the Lonely Vale of Streams*, and two choruses by Sullivan, very well indeed.

Mr. McNaught reports :—

"The individual work was much better prepared than I have previously found it in this college. Ear exercises had been specially studied. Some of the students, whose natural capacity was slight, had evidently worked with commendable earnestness. The songs were good, but some were rather ambitious considering the vocal gifts of the weaker students. A student may gain something by studying a song not much beyond his powers, but he gains nothing by trying to execute a song altogether too difficult for him. The choral performance was remarkably good. Gade's *Spring's Message* was sung daintily and charmingly in perfect tune and with delicate expression."

GLASGOW (FREE CHURCH).—I examined the whole of the male students and a portion of the female students of this college. The men showed a little weakness in reading the six-eight time-tests, but in all other respects I was quite satisfied. The selection of songs was irreproachable, and I was much pleased with the genuine feeling with which most of them were rendered. Some of the students sang them to their original French or German words. I should be glad if this were more common in training colleges; vocal music is always better allied to the words to which it was first set than to a translation of them, and from another point of view the students will be gainers, the sustained sounds of music will be found to demand a pure pronunciation which will certainly leave its mark on ordinary conversation. The female students were not deficient in any branch of their work, and I could give them nothing but unqualified praise.

The choral classes sang separately a selection of part-songs, choruses, and anthems, always correctly and in good taste.

At the close of the examination Mr. McNaught and I met the committee and reported the results to them. This college has had to lament the loss of its old and experienced teacher Mr. Miller, who brought the students under him to a high state of musical efficiency, and who was much respected both in his private and public capacities. It is, however, satisfactory to know that the present examination proves that the committee have succeeded in finding a worthy successor to their late teacher.

Mr. McNaught reports :—

"It was soon clear that the new teacher had thoroughly grasped the situation, and had brought not only skill and experience to bear upon his work but moral force that controls. Of the individual examination there is nothing to say beyond that the results were good in every particular. Rather too much part music had been got up (24 part-songs and choruses were submitted), but the preparation of it had not interfered with the other work."

CERTIFICATE EXAMINATION, 1894.

TABLE showing the AVERAGE NUMBER of MARKS obtained by STUDENTS of the SECOND YEAR in PRACTICAL SKILL in MUSIC.

MALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	26	37
„ Free Church - -	28	44
Glasgow, Church of Scotland - -	26	46
„ Free Church - - -	30	45
Aberdeen, Church of Scotland - -	8	37
„ Free Church - -	12	41
Total - - -	130	43

FEMALES.

College.	Number of Candidates examined.	Average Number of Marks obtained.*
Edinburgh, Church of Scotland - -	52	46
„ Free Church - -	42	46
„ Episcopal - - -	29	46
Glasgow, Church of Scotland - -	54	43
„ Free Church - - -	46	45
Aberdeen, Church of Scotland - -	29	45
„ Free Church - -	27	44
Total - - -	276	45

* The maximum number being 50.

List of Training Colleges under Inspection in Scotland.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh (Church of Scotland), Johnston Terrace, Castle Hill.	S. S. Laurie, Esq., 16, Chambers Street, Edinburgh.
Edinburgh (Free Church), Moray House	J. Watt, Esq., Free Church Educational Committee, Edinburgh.
Glasgow (Church of Scotland), Dundas Vale.	S. S. Laurie, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow (Free Church) - -	A. S. Baird, Esq., Free Church Training College, Glasgow.
Aberdeen (Church of Scotland) -	Messrs. Simpson & Cruden, 13, Bridge Street, Aberdeen.
Aberdeen (Free Church) - -	G. C. Fraser, Esq., Free Church Training College, Charlotte Street, Aberdeen.
For Mistresses only.	
Edinburgh (Scot. Epis.), Dalry House -	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow (Roman Catholic) - -	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

STATISTICS FOR THE YEAR 1894.

TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE in 1894; and NUMBER of STUDENTS in 1895.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1894.		Expenditure in 1894.	Number of Students in 1895.					
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.		Admitted.			Accommodation for		
							Male.	Female.	Total.	Male	Female.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Church of Scotland - -	14,699 7 10	11,847 8 0	26,546 15 10	15,622 4 10	3,458 2 3	18,780 7 1	123	321	444	—		—*
Free Church - - -	14,467 18 6	7,492 10 0	21,960 8 6	15,211 19 5	2,678 6 10	17,890 6 3	142	328	470	—	—	—*
Episcopal - - -	- - -	- - -	- - -	1,792 15 0	775 2 0	2,567 17 0	—	58	58	—	60	60
Roman Catholic Church	- - -	- - -	- - -	- - -	- - -	- - -	—	23	23	—	—	—
Total - -	29,167 6 4	19,339 18 0	48,507 4 4	32,626 19 3	7,211 11 1	39,238 10 4	265	730	995	—	—	—

* The Students of these Colleges are not classified. Both in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh, part of the Students attend the classes for preparing Teachers of Schools, and part the classes for Arts and Divinity in the Universities.

(No. 2.)

Table showing Number of Officers, Students, &c.

TRAINING COLLEGE.	Number of Officers.		Number of Students in training, February 1894.			Number who quitted College at end of 1894.	Number of new Admissions in 1895.	Number of Students in training, February 1895.			Accommodation for.	Passed for.
	In College (including Principal).	In Practising School.*	Queen's Scholars (Article 96).	Others.	Total.			Queen's Scholars (Article 96).	Others.	Total.		
Church of Scotland at — Aberdeen, *Male*	11	—	16	—	16	10	7	13	—	13	†	443
„ *Female*			76	—	76	29	32	79	—	79	†	
Edinburgh, *Male*	12	—	56	—	56	29	26	53	—	53	†	
„ *Female*			110	—	110	52	55	113	—	113	†	
Glasgow, *Male*	12	—	62	—	62	27	22	57	—	57	†	
„ *Female*			123	—	123	55	61	129	—	129	†	
Free Church of Scotland, at — Aberdeen, *Male*	11	—	22	—	22	12	8	18	—	18	†	442
„ *Female*			65	—	65	27	31	69	—	69	†	
Edinburgh, *Male*	12	—	65	—	65	30	30	65	—	65	†	
„ *Female*			102	—	102	42	50	110	—	110	†	
Glasgow, *Male*	11	1	60	—	60	31	30	59	—	59	†	
„ *Female*			123	—	123	44	70	149	—	149	†	
Episcopal Church in Scotland, at Edinburgh, *Female*	9	1	59	—	59	30	29	58	—	58	60	60
Roman Catholic Church in Scotland, at Glasgow, *Female*	7	—	—	—	—	—	23	23	—	23	—	50
Total	85	2	939	—	939	418	474	995	—	995	60	995

* In cases where the teachers of the Practising School are also teachers of method in the Training College they are included in the staff of the latter.

† The students of these Colleges are non-resident; but in the Church of Scotland Colleges at Edinburgh, Glasgow, and Aberdeen, and in the Free Church College at Edinburgh, part of the *female* students are lodged in boarding-houses in connexion with, and under the control of, these Colleges.

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

INCOME (Amounts

TRAINING COLLEGE.	1. Grants from Committee of Council on Education.		2. Proceeds of Investor Capital Sums.		3. Subscriptions and Donations	
	a. Under Revised Code.	b. From Scotch Education Department.	a. Inalienable from the Contents by Law.	b. Alienable from the Control at Discretion	a. From Individuals.	b. From Bazaars Ro... and similar Contribu... Persons
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	2,653 19 11	148 22 6	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	5,727 9 9	293 0 0	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow	5,900 17 8	292 5 0	- - -	- - -	- - -	- - -
FREE CHURCH OF SCOTLAND at Aberdeen	2,988 14 7	161 20 0	- - -	- - -	- - -	34 19 9
FREE CHURCH OF SCOTLAND at Edinburgh	6,530 8 11	327 [illegible] 6	- - -	- - -	- - -	137 [illegible]
FREE CHURCH OF SCOTLAND at Glasgow	5,863 0 12	356 17 6	- - -	- - -	- - -	323 15 3
EPISCOPAL CHURCH at Edinburgh	1,736 10 0	56 5 0	- - -	- - -	143 16 6	40 0 0
Total	*30,407 1 9	1,619 17 6	- - -	- - -	143 16 6	226 3 11

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed, audited [illegible] after the close of the year [illegible].

Paid in 1896.

Grant for 1895	[illegible]
„ 1896	23,908 0 0
Total	30,407 1 9

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

EXPENDITURE (Amounts

TRAINING COLLEGE.	1. Salaries of Teachers or Officers engaged in Discipline.	1. University Fees.	2. Books, Apparatus and Stationery	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing of Linen (included under some other Head).	6. Wages of Servants and employed in Domestic Duties.	7. Fuel and Lights.	8. Medical Attendance.	9. Rent [illegible] Repairs [illegible]
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	1,720 5 6	85 1 0	258 10 0	42 10 5	859 8 10	42 17 4	204 15 1	77 10 5	22 15 5	[illegible]
Edinburgh	2,021 17 0	3,7 16 0	501 19 3	220 3 2	2,051 19 10	82 11 2	268 19 4	142 14 5	40 15 [illegible]	[illegible]
Glasgow	2,550 5 2	310 12 0	[illegible] 12 [illegible]	[illegible] 4 4	2,053 17 1	47 7 4	112 12 0	[illegible] 12 8	[illegible]	[illegible]
Aberdeen	720 12 5	84 10 0	251 2 1	104 15 5	930 0 0	- - -	97 10 0	29 10 2	12 12 0	[illegible]
Edinburgh	2,743 12 6	292 19 0	[illegible] 6 [illegible]	149 18 6	2,370 14 1	49 4 2	198 3 1	93 14 4	48 17 [illegible]	[illegible]
Glasgow	1,084 4 6	468 9 0	190 10 7	100 19 7	[illegible] 0 0	- - -	110 5 1	43 0 7	12 0 0	[illegible]
[illegible] at Edinburgh	271 8 0	[illegible]	98 6 9	66 12 1	624 10 0	- - -	80 9 1	31 12 [illegible]	14 1 [illegible]	30 9 0
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

* [illegible]

Training Colleges, in the Year ended 31st December 1894.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
679 8 0	- - -	- - -	- - -	- - -	128 0 0	40 0 0	3,650 0 5
1,578 17 0	- - -	- - -	- - -	- - -	299 16 6	4 2 5	7,903 5 8
1,271 18 6	- - -	48 1 0	- - -	- - -	64 19 8	166 13 8	7,750 15 6
299 18 6	- - -	- - -	- - -	- - -	197 5 9	12 3 9	3,694 12 4
1,014 13 0	- - -	70 0 0	- - -	- - -	391 12 4	- - -	7,455 10 8
487 16 0	- - -	107 13 6	- - -	- - -	313 3 5	17 11 9	7,259 18 4
422 5 0	- - -	- - -	- - -	- - -	161 17 4	4 3 8	2,564 17 6
5,754 16 0	- - -	225 14 6	- - -	- - -	1,556 15 0	44 15 3	40,279 0 5

and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the 1st of March, 1st of June,

Grant *for* 1894.

Paid in 1894	£23,988 0 0
„ 1895	6,457 2 7
Total	£30,445 2 7

Training Colleges, in the Year ended 31st December 1894—*continued.*

actually disbursed during the Year).

10. Rent, Rates, Taxes, and Insurance.	11. Practising School Fees.	12. See Footnote.*	13. Total Cost of Training.	14. Deduct Grants paid by Science and Art Department.	15. Certified Expenditure Art. 89(*a*).	16. Other Payments included in College Balance Sheets and inadmissible under Art. 89 (*a*).			17. Total Expenditure of College.
						Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
288 8 7	160 0 0	427 0 0	4,249 10 6	148 12 6	4,100 18 0	- - -	- - -	82 0 9	3,904 11 3
497 11 0	314 0 0	620 10 0	8,023 8 4	293 0 0	7,730 8 4	6 0 0	72 18 0	210 13 11	7,692 10 3
386 8 11	320 0 0	884 8 0	7,860 8 7	292 5 0	7,568 3 7	- - -	15 15 0	191 10 0	7,183 5 7
219 14 6	160 0 0	562 0 0	4,186 13 10	161 10 0	4,025 3 10	- - -	- - -	48 3 3	3,672 17 1
72 6 5	320 0 0	627 10 0	7,691 3 11	311 7 6	7,379 16 5	- - -	7 16 6	120 4 7	7,191 15 0
85 17 10	320 0 0	1,189 0 0	8,041 6 5	356 17 6	7,684 8 11	- - -	10 10 0	162 17 9	7,025 14 2
105 11 1	118 0 0	- - -	2,412 7 0	56 5 0	2,356 2 0	149 0 0	- - -	6 10 0	2,567 17 0
1,655 18 4	1,712 0 0	4,310 8 0	42,464 18 7	1,619 17 6	40,845 1 1	155 0 0	106 19 6	822 0 3	39,238 10 4

which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and lodging of the Students and Education, 1894-5, p. 3), and note at foot of Table 1.

(No. 4.)—TABLE showing how much of the Cost of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1894.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.				AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.			
			Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.	Permanent Establishment Charges, &c. III.	Total. *	I. *	II.	III.	Total. *
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	59	1,293 15 6	815 14 4	302 17 2	2,412 7 0	21 18 7	13 16 6	5 2 8	40 17 9
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (Church of Scotland).	80	2,223 14 6	1,534 2 8	491 13 4	4,249 10 6	27 15 11	19 3 7	6 2 11	53 2 5
	Aberdeen (Free Church).	80	2,223 12 6	1,601 12 2	361 19 2	4,186 13 10	27 15 11	20 0 5	4 10 4	52 6 8
	Edinburgh (Church of Scotland).	157	3,865 0 3	3,219 7 9	939 0 4	8,023 8 4	24 12 4	20 10 1	5 19 8	51 2 1
	Edinburgh (Free Church).	160	3,993 18 0	3,174 4 0	523 1 11	7,691 3 11	24 19 3	19 16 9	3 5 5	48 1 5
	Glasgow (Church of Scotland).	159	3,925 9 3	3,269 6 0	665 13 4	7,860 8 7	24 13 9	20 11 3	4 3 9	49 8 9
	Glasgow (Free Church).	160	4,351 3 11	3,268 15 11	419 6 7	8,041 6 5	27 4 2	20 8 7	2 12 5	50 5 2
		855	21,878 13 11	16,883 2 10	3,703 1 10	42,464 18 7	25 11 9	19 14 11	4 6 8	49 13 4

* Excludes cost of instruction in Science and Art subjects, for which grants are made by the Science and Art Department (*see* column 1 of Income and column 14 of Expenditure, Table No. 3).

No. 5A.—Summary of Results of Examination of Candidates for Admission into Training Colleges, and for the Office of Teacher, under Articles 60 and 79 of the Scotch Code.

Midsummer 1894.

Males.

	Pupil Teachers.	Non-pupil Teachers.	Total.
Passed :—1st Class	44	2	46
2nd Class	68	5	73
3rd Class	70	0	70
Total :—Passed	182	7	189
Failed	50	10	60
Total presented	232	17	249

Females.

Passed :—1st Class	181	1	182
2nd Class	311	18	329
3rd Class	294	16	310
Total :—Passed	786	35	821
Failed	177	20	197
Total presented	963	55	1,018

No. 5E.—Results of Examination of Candidates for Admission into Training Colleges, and for the Office of Teacher, under Articles 60 and 79 of the Scotch Code.

December, 1894.

MALES.

	Pupil Teachers.	Non-Pupil-Teachers.	Total.
Passed :—1st Class - - -	22	—	22
2nd Class - - -	62	2	64
3rd Class - - -	41	4	45
Total :—Passed - - -	125	6	131
Failed - - - -	15	5	20
Total presented - - -	140	11	151

FEMALES.

Passed :—1st Class - - -	143	6	149
2nd Class - -	242	10	252
3rd Class - - -	148	15	163
Total :—Passed - - -	533	31	564
Failed - - -	66	19	85
Total presented - - -	599	50	649

No. 6.—Summary of Results of Examination of Students in Training Colleges. Christmas, 1894.

Males.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Edinburgh, Church of Scotland	*28	15	6	7	—	27	12	13	2	—
„ Free Church	29	13	15	1	—	34	16	13	4	1
Glasgow, Church of Scotland	28	15	10	3	—	33	27	6	—	—
„ Free Church	31	19	12	—	—	29	16	12	—	1
Aberdeen, Church of Scotland	10	5	5	—	—	6	5	—	1	—
„ Free Church	12	8	4	—	—	10	3	7	—	—
Total	138	75	52	11	—	139	79	51	7	2

Females.

Training College.	Second Year.					First Year.				
	Number presented for Examination.	Passed.			Failed.	Number presented for Examination.	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.			1st Division.	2nd Division.	3rd Division.	
Edinburgh, Church of Scotland	50	15	32	3	—	57	12	36	9	—
„ Free Church	40	30	10	—	—	57	18	33	6	—
„ Episcopal	30	14	14	2	—	29	2	21	6	—
Glasgow, Church of Scotland	*†54	20	32	2	—	68	15	46	7	—
„ Free Church	‡43	34	8	—	—	77	32	40	5	—
Aberdeen, Church of Scotland	28	20	7	1	—	47	6	22	19	—
„ Free Church	27	15	12	—	—	37	13	15	9	—
Total	272	148	115	8	—	372	98	213	61	—

* Including one student of the second year in 1893.
† Including one student of the first year in 1892.
‡ Including one student convicted of copying.

(No. 7.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Per-centage of Marks obtained in each Subject.

Male Students of the Second Year.

Training College.	No. exam.	Algebra, Mensuration, and Arithmetic.	Composition.	English.	Geography and Physiography.	Geometry.	History.	Music.	Penmanship.	Political Economy.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made Not More than Two Mistakes in Dictation.	No. of Candidates who made more than Two Mistakes in Dictation.
EDINBURGH, Church of Scotland	28	39*	71	70	69	49*	64	78	79	67	78	54**	76	24	3
,, Free Church	29	46‡	72‡	68‡	67	52‡	66	87	80	75	83	67††	74	21	4
GLASGOW, Church of Scotland	28	51§	69¶	67¶	75	56§	68	80	79	66	80	62	76	18	7
,, Free Church	31	47	69‡	69‡	69	55	66	80	81	73	82	75	76	22	7
ABERDEEN, Church of Scotland	10	41‡	70¶	69¶	69	61‡	65	77	79	77	86	68††	78	7	2
,, Free Church	12	44	69	71	68	56‡	65	84	76	77	86	81	78	6	3
TOTAL	138	46	70	69	69	57	65	80	79	71	82	69	76	98	26

* One or more of the Second Year Students were exempted in these subjects, but the marks of those who passed at the Admission Examination or at the end of their First Year, have been taken.

† Excluding 2 University Students.

‡ Excluding 4 University Students.

§ Excluding 1 University Student.

¶ Excluding 17 University Students.

†† Excluding 9 University Students.

‡‡ Excluding 5 University Students.

(No. 7.)—Tabulated Results of Examination for Certificates, Christmas, 1891.

MALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.						Science. VI*a*.				VI*b*.			
							Theoretical Mechanics (Solids).				Theoretical Mechanics (Fluids).			
	Latin.		Greek.		French.		Advanced.		Elementary.		Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland -	13	42	6	57	15	59	—	—	2	60	—	—	—	—
„ Free Church - -	14	56	6	60	12	61	3	52	3	61	—	—	—	—
GLASGOW, Church of Scotland - -	26	55	—	—	—	—	21	51	7	59	—	—	7	60
„ Free Church - - -	22	58	—	—	—	—	27	41	4	58	—	—	—	—
ABERDEEN, Church of Scotland - -	9	58	3	61	7	67	—	—	—	—	2	64	5	53
„ Free Church - - -	9	58	2	60	9	63	—	—	—	—	—	—	—	—
TOTAL - - - -	93	55	17	59	43	62	51	46	16	59	2	64	12	7

(No. 7.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Male Students of the Second Year—*continued.*

Training College.	Science. VIII. Sound, Light and Heat. Elementary		VIIIa. Sound. Advanced.		VIIIc. Heat. Advanced.		XIV. Human Physiology. Advanced.		XIV. Human Physiology. Elementary.		XXIII. Physiography. Advanced.		XXIII. Physiography. Elementary.		XXIV Agriculture. Advanced.	
	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.	No. exam[1].	Per-centage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	27	47	—	—	—	—	25	71	2	78	—	—
„ Free Church	1	41	28	69	—	—	—	—	—	—	22	70	4	67	—	—
GLASGOW, Church of Scotland	—	—	—	—	—	—	—	—	—	—	26	78	2	85	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	31	81	—	—	—	—
ABERDEEN, Church of Scotland	—	—	—	—	—	—	6	27	3	61	3	77	6	91	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	11	73	1	78	12	63
TOTAL	1	41	28	69	27	47	6	27	3	61	118	75	15	81	12	63

(No. 8.)—Tabulated Results of Examination for Certificates, Christmas, 1894.
Per-centage of Marks obtained in each Subject.

Male Students of the First Year.

Training College.	No. exam^{d}.	Algebra and Mensuration.	Arithmetic.	Mental Arithmetic.	Composition.	English.	* Geography and Physiography.	Geometry.	* History.	Music.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland	27	82†	89	62	70**	67**	69	83†	70	94	78	79	61	17	10
„ Free Church	34	73‖	86	66	76¶	65¶	70	76‖	68	96	81	79	58	22	8
GLASGOW, Church of Scotland	33	73‡	92	65	72	75	70	81‡	75	97	79	79	62	25	8
„ Free Church	29	72††	87	60	70	71	69	84††	73	95	86	79	58	20	4
ABERDEEN, Church of Scotland	6	70††	82	49	74	62	69	71††	71	89	80	81	65**	5	1
„ Free Church	10	76§	84	66	72§	67§	68	73§	57	94	76	83	56	9	—
TOTAL	139	75	88	63	72	69	70	80	71	95	81	80	60	98	31

Only a portion of the First year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results.

† Excluding 10 University Students. ‡ Excluding 13 University Students. § Excluding 1 University Student. ¶ Excluding 2 University Students.

‖ „ 6 „ „ †† „ 5 „ „ ** „ 4 „ „

(No. 8.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

MALE STUDENTS OF THE FIRST YEAR—*continued*.

Training College.	Languages.								Science. VI A.			
									Theoretical Mechanics (Solids).			
	Latin.		Greek.		German.		French.		Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam	Per-centage of Marks.
EDINBURGH, Church of Scotland	15	54	2	54	—	—	25	60	—	—	—	—
,, Free Church	14	62	7	51	—	—	22	55	—	—	12	70
GLASGOW, Church of Scotland	19	63	11	73	—	—	—	—	1	46	33	70
,, Free Church	20	58	1	69	—	—	4	70	—	—	20	64
ABERDEEN, Church of Scotland	2	69	1	71	—	—	5	76	—	—	—	—
,, Free Church	8	24	—	—	—	—	9	54	—	—	—	—
TOTAL	78	56	22	64	—	—	65	59	1	46	74	68

(No. 8.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

MALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Science. VIB. Theoretical Mechanics (Fluids). Elementary.		VIII. Sound, Light and Heat. Elementary.		XIV. Human Physiology. Advanced.		XIV. Human Physiology. Elementary.		XXIII. Physiography. Advanced.		XXIII. Physiography. Elementary.		XXIV. Agriculture. Elementary.	
	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.	No. examd.	Percentage of Marks.
EDINBURGH, Church of Scotland	—	—	—	—	—	—	—	—	4	82	23	76	—	—
„ Free Church	—	—	33	49	—	—	—	—	—	—	24	79	—	—
GLASGOW Church of Scotland	33	60	—	—	—	—	—	—	2	86	32	81	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	29	84	—	—
ABERDEEN, Church of Scotland	—	—	—	—	1	7	5	53	5	72	1	77	—	—
„ Free Church	—	—	—	—	—	—	—	—	—	—	10	82	10	68
TOTAL	33	60	33	49	1	7	5	53	11	78	119	81	10	68

(No. 9.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

Per-centage of Marks obtained in each Subject.

Female Students of the Second Year.

Training College.	No. exam.[1]	Arithmetic and Algebra.	Composition.	Domestic Economy.	English.	* Geography and Physiography.	* History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Teaching.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland	50	62	68	80	60	69	72	89	75	79	81	64	79	41	7
,, Free Church	40	82	74	86	71	69	78	90	85	79	84	74	78	28	11
,, Episcopal	30	77	71	77	65	67	68	80	82	79	85	70	78	18	5
GLASGOW, Church of Scotland	64	68	69	83	68	63	70	93	76	79	83	66	75	39	11
,, Free Church	42	74	72	88	67	64	71	91	85	81	84	73	78	30	10
ABERDEEN, Church of Scotland	28	66	69	89	59	64	72	87	75	82	86	70	82	23	3
,, Free Church	27	72	66	77	71	66	72	86	86	81	85	72	79	19	6
TOTAL	271	71	70	83	66	66	72	88	80	80	84	69	78	197	53

* Certificates [illegible] Second Year Students were [illegible] these subjects, but the marks of those who passed at the Admission Examination, or at the end of their first [illegible]

(No. 9.)—Tabulated Results of Examination for Certificates, Christmas, 1894.

FEMALE STUDENTS OF THE SECOND YEAR—*continued.*

Training College.	Languages.		Science.							
			XIV.		XXIII.					
	French.		Human Physiology.		Physiography,					
			Elementary.		Honours.		Advanced.		Elementary.	
	No. examd.	Per-centage of Marks.	No. examd.	Per-centage of Marks.	No. examd.	Per-centage of Marks.	No. examd.	Per-centage of Marks.	No. examd.	Per-centage of Marks.
EDINBURGH, Church of Scotland	50	61	—	—	—	—	48	64	3	68
„ Free Church	40	66	—	—	5	41	29	76	6	73
„ Episcopal	30	50	—	—	—	—	17	67	13	63
GLASGOW, Church of Scotland	54	57	—	—	—	—	37	75	15	73
„ Free Church	42	64	—	—	—	—	41	73	2	83
ABERDEEN, Church of Scotland	28	69	28	49	—	—	17	64	11	77
„ Free Church	27	61	—	—	—	—	21	62	6	63
TOTAL	271	61	28	49	5	41	210	69	56	72

(No. 10.) Tabulated Results of Examination for Certificates, Christmas, 1894.

Per-centage of marks obtained in each Subject.

Female Students of the First Year.

Training College.	No. exam'd.	Arithmetic and Algebra.	Mental Arithmetic.	Composition.	Domestic Economy.	English.	Geography and Physiography.	History.	Music.	Needlework.	Penmanship.	Reading and Repetition.	School Management.	Spelling.	
														No. of Candidates who made No Mistake in Dictation.	No. of Candidates who made only One Mistake in Dictation.
EDINBURGH, Church of Scotland	57	69	61	67†	76	69†	71	73	96	75	79	83	79	33	15
,, Free Church	57	71	67	69‡	78	68‡	71	76	97	83	79	83	79‡	40	11
,, Episcopal	29	63	64	61†	76	68†	73	71	97	81	79	80	77	14	9
GLASGOW, Church of Scotland	68	65	51	65	85	70	74	71	93	73	81	83	76	53	8
,, Free Church	77	69	58	64	84	75	71	76	96	89	77	83	80	48	25
ABERDEEN, Church of Scotland	47	62	58	57‡	78	63‡	63	73	93	70	78	81	77§	38	14
,, Free Church	37	64	65	70	77	73	71	76	95	83	80	84	79	25	8
TOTAL	352	67	61	65	80	70	71	74	95	79	79	82	78	253	90

* Only a portion of the First Year Students were examined in these subjects, but the marks of those who passed at the Admission Examination have been included in these results. † Excluding one University Student. ‡ Excluding two University Students. § Excluding three University Students.

(No. 10.)—Tabulated Results of Examination for Certificates—Christmas, 1894.

FEMALE STUDENTS OF THE FIRST YEAR—*continued.*

Training College.	Languages.				Science. XIV.		XXIII.			
	Latin.		French.		Human Physiology.		Physiography.			
					Elementary.		Advanced.		Elementary.	
	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.	No. exam^{d}.	Per-centage of Marks.
EDINBURGH, Church of Scotland	1	58	57	66	—	—	—	—	57	76
„ Free Church	—	—	57	70	—	—	22	67	36	76
„ Episcopal	—	—	29	56	—	—	—	—	29	69
GLASGOW, Church of Scotland	—	—	68	70	—	—	2	77	62	63
„ Free Church	—	—	76	72	—	—	—	—	77	82
ABERDEEN, Church of Scotland	—	—	47	71	47	48	—	—	—	—
„ Free Church	—	—	37	67	—	—	—	—	37	76
TOTAL	1	58	371	68	47	48	24	68	298	74

(No. 11.)—Results of Examination in Science of Training College Students.

Males.

Training College.	Total No. of Students examined for Certificates.	VIa. Theoretical Mechanics (Solids).								VIb. Theoretical Mechanics (Fluids).							
		Advanced.				Elementary.				Advanced.				Elementary.			
		No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.
EDINBURGH, Church of Scotland	55	—	—	—	—	2	1	1	—	—	—	—	—	—	—	—	—
„ Free Church	63	3	1	2	—	15	13	2	—	—	—	—	—	—	—	—	—
GLASGOW, Church of Scotland	61	22	5	16	1	40	31	8	1	—	—	—	—	40	22	15	3
„ Free Church	60	27	2	20	5	33	22	9	2	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	16	—	—	—	—	—	—	—	—	2	1	1	—	5	1	4	—
„ Free Church	22	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	277	52	8	38	6	90	67	20	3	2	1	1	—	45	23	19	3

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	VIII. Sound, Light and Heat. Elementary.				VIIIa. Sound. Advanced.				VIIIc. Heat. Advanced.			
		No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	1st.	2nd.	Fail.
EDINBURGH, Church of Scotland	55	—	—	—	—	—	—	—	—	27	4	22	1
„ Free Church	63	34	10	20	4	28	22	6	—	—	—	—	—
GLASGOW, Church of Scotland	61	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	60	—	—	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	16	—	—	—	—	—	—	—	—	—	—	—	—
„ Free Church	22	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	277	34	10	20	4	28	22	6	—	27	4	22	1

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College	Total No. of Students presented for Examination	XIV. Human Physiology								XXIII. Physiography.			
		Advanced.				Elementary.				Advanced.			
		No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail
EDINBURGH, Church of Scotland	55	—	—	—	—	—	—	—	—	29	23	6	—
,, Free Church	63	—	—	—	—	—	—	—	—	22	18	3	1
GLASGOW, Church of Scotland	61	—	—	—	—	—	—	—	—	28	26	2	—
,, Free Church	60	—	—	—	—	—	—	—	—	31	31	—	—
ABERDEEN, Church of Scotland	16	7	—	2	5	8	7	—	1	8	7	—	1
,, Free Church	22	—	—	—	—	—	—	—	—	11	10	1	—
TOTAL	277	7	—	2	5	8	7	-	1	129	115	12	2

(No. 11.)—Results of Examination in Science of Training College Students.

MALES—*continued.*

Training College.	Total No. of Students examined for Certificates.	XXIII. Physiography. Elementary.				XXIV. Agriculture. Advanced.				XXIV. Agriculture. Elementary.			
		No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.
EDINBURGH, Church of Scotland	55	25	24	1	—	—	—	—	—	—	—	—	—
„ Free Church	63	28	27	1	—	—	—	—	—	—	—	—	—
GLASGOW, Church of Scotland	61	34	33	1	—	—	—	—	—	—	—	—	—
„ Free Church	60	29	29	—	—	—	—	—	—	—	—	—	—
ABERDEEN, Church of Scotland	16	7	7	—	—	—	—	—	—	—	—	—	—
„ Free Church	22	11	11	—	—	12	5	6	1	10	6	4	—
TOTAL	277	134	131	3	—	12	5		1	10	6	4	—

(No. 12.)—Results of Examination in Science of Training College Students—*continued.*

FEMALES.

Training College.	Total No. of Students commended for Certificates	XIV. Human Physiology. Elementary.				XXIII. Physiography. Honours.				Advanced.				Elementary.			
		No.	Pass.	Fair.	Fail.	No.	1st.	2nd.	Fail.	No.	1st.	2nd.	Fail.	No.	Pass.	Fair.	Fail.
EDINBURGH, Church of Scotland	107	—	—	—	—	—	—	—	—	48	23	24	1	60	54	6	—
„ Free Church	97	—	—	—	—	—	—	—	—	51	39	12	—	42	42	—	—
„ Episcopal	59	—	—	—	—	—	—	—	—	17	8	9	—	42	30	9	3
GLASGOW, Church of Scotland	122	—	—	—	—	—	—	—	—	39	34	5	—	77	76	1	—
„ Free Church	120	—	—	—	—	—	—	—	—	41	28	13	—	79	78	1	—
ABERDEEN, Church of Scotland	75	75	43	27	5	5	—	—	5	17	11	6	—	11	10	1	—
„ Free Church	64	—	—	—	—	—	—	—	—	21	8	12	1	43	39	4	—
TOTAL	644	75	43	27	5	5	—	—	5	234	151	81	2	354	329	22	3

SCOTCH EDUCATION DEPARTMENT.

QUEEN'S SCHOLARSHIP AND STUDENTSHIP EXAMINATION, 1895.

REGULATIONS.

1. The Examination for admission into Training Colleges for recognition as Queen's Students and for the office of Assistant Teacher, called the Queen's Scholarship and Studentship Examination, will be held on the first Tuesday after the 10th of December (17th of December 1895) at each of the Training Colleges, and at such other Centres as may be necessary.

2. Candidates cannot be admitted to the Examination unless application has been made to the Department on their behalf before the 1st of October.

3. Candidates desirous of being examined at a Training College must make their own arrangements with the authorities of the College for securing a seat. To those who do not desire to sit for examination at a College, a choice of Centres is offered.

4. Candidates who have not been Pupil-teachers must be over eighteen years of age on the 1st of July next following the date of their Examination. The date of birth must be given at the time of making application for permission to sit at the Examination.

5. Pupil-teachers or ex-pupil-teachers employed in Public or State-aided Schools must receive a report (on Form 9 or 9*b*) from the managers of their schools as to their physical fitness for the profession of teacher. Candidates who have not been pupil-teachers must forward to the Department, as directed, the form of medical certificate, duly filled up and signed, which is enclosed with Form 13.

6. Candidates are informed by letter from the Department of the result of their Examination, and those who obtain a place in the First or Second class are eligible for admission as Queen's Scholars to a Training College for a period of training commencing with the Training College year next succeeding the date of the Queen's Scholarship and Studentship Examination, or to enter a University or University College at the beginning of the session succeeding that date.

7. Candidates who fail twice to pass the Queen's Scholarship and Studentship Examination may not be again examined. Failure in either, or both, of the Queen's Scholarship Examinations held in July and December 1894 will count as *one*, and the *first* of the two failures.

8. No marks are carried forward from one Queen's Scholarship and Studentship Examination to another.

9. Candidates are recommended to make themselves acquainted with Articles 60, 61, 70 (*d*), 78–80, and 91–99, and First Schedule of the Scotch Code.

10. Copies of the papers set at previous Examinations may be obtained from Messrs. Eyre & Spottiswoode or through any bookseller, price 6*d*. each.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. [30.]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare or Milton or Scott with clearness and force, and knowledge of meanings and allusions.

N.B.—Pupil-teachers in Public and State-aided Schools must perform these exercises at the inspection of their school next preceding the Examination at which they wish to present themselves. Candidates who have not been pupil-teachers, by giving notice to the Inspector of the district, will have an opportunity of Reading at some school during its inspection, of which the Inspector will give them intimation. Ex-pupil-teachers will receive the marks for Reading given at the last inspection of their school before the expiration of their apprenticeship.

Penmanship [30] and Dictation. [30.]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from Dictation.

English Grammar and Composition. [80.]—Paraphrase of a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Arithmetic. *Males.* **[90.]**—Arithmetic, generally.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Arithmetic and Algebra. *Females.* **[90.]**

Arithmetic, generally.

Algebra.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, simple equations of one unknown quantity, with easy problems.

The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

Mathematics. *Males only.* [**90.**]

EUCLID.—Books I., II., III., IV., and the first nine propositions of Book VI., with simple deductions.

ALGEBRA.—The four simple rules, highest common factor, lowest common multiple, fractions, square root, cube root, simultaneous equations of the first degree of two unknown quantities, and quadratic equations involving one unknown quantity, with easy problems.

MENSURATION.—Of triangles, parallelograms and plane surfaces.

MATHEMATICS. Females. See Note under Special Subjects.

Geography. [**50.**]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

Candidates who pass with credit in this subject at the Queen's Scholarship and Studentship Examination may, in the *next two* examinations for certificates open to them, omit the paper in Geography, and take an extra Language or Science instead. Candidates who fail to pass in this subject will be marked "G" in the Class List.

NOTE.—*With a view of encouraging the study of this subject, the Council of the Royal Geographical Society offer a certain number of prizes either in money or books to male and female candidates who obtain the highest marks in Geography at the Queen's Scholarship and Studentship Examination.*

History. [**50.**]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

Candidates who pass with credit in this subject at the Queen's Scholarship and Studentship Examination may, in the *next two* examination for certificates open to them, omit the paper in History, and take an extra Language or Science instead. Candidates who fail to pass in this subject will be marked "H" in the Class List.

Teaching. [**60.**]—To give a collective or class lesson on any subject taught in Public or State-aided Schools. (An object lesson may be required.)

Marks for giving a lesson can be obtained by both pupil-teachers and candidates who have not been pupil-teachers. The lesson must be given by the former at the Inspector's visit to the school next preceding the Queen's Scholarship and Studentship Examination. Candidates who have not been pupil-teachers, by giving notice to the Inspector of the district, will have an opportunity of giving a lesson at some school during its inspection of which the Inspector will give them intimation. Ex-pupil-teachers will receive the marks for teaching given at the last inspection of their school before the expiration of their apprenticeship.

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

School Management. [**75.**]—Notes of lessons.

The methods of teaching the elementary and class subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. [**80.**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, drawers, and flannel petticoat.

Domestic Economy. [**45.**]—Food; its functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

B.—OPTIONAL SUBJECTS.

Music.—Candidates may work the paper in either notation, but not in both.

(*a.*) THEORY. [**20.**]

Staff Notation:

All the major and minor scales and signatures. Common musical terms. Chromatic intervals. Easy transposition. Syncopation. Compass of voices.

Tonic Sol-fa Notation:

The major and minor modes. Common musical terms. Chromatic intervals. Syncopation. Compass of voices.

(*b.*) PRACTICAL SKILL. [**30.**]

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

(i.) Candidates may take theory of music without also taking practical music.

(ii.) The tests can be sung from the staff or tonic sol-fa notation at the option of the candidate.

Drawing. [**75.**]

(a.) FREEHAND. (Subject 2b.) [15.]
(b.) MODEL. (Subject 3a.) [15.] } Elementary Stage.
(c.) SHADING from casts. (Subject 5b.) [15.]
(d.) PRACTICAL PLANE AND SOLID GEOMETRY, Elementary Stage (Science Subject I.) [30.]

Exercises in drawing are not given in the Queen's Scholarship and Studentship Examination, but marks counting at that Examination can be obtained by corresponding success at any previous Examination of the Science and Art Department.

Pupil-teachers in a school in which an Examination in drawing is held may be examined in subjects (a) (b) (c) when the rest of the school is examined in drawing.

These three subjects may be taken in any order, but a candidate taking (c) light and shade drawing at the examination of his own school cannot take any other subject of drawing at the same examination. Pupil-teachers may also be examined at the May Examination, but cannot take the same subject both at their own schools and at a School of Art or Art Class in the same calendar year. Subject (d) can only be taken at the May Examination.

The exercises in the several branches may be taken in any order.

Marks are allowed for a 1st class in (a) (b) and (c) and for a pass in (d).

The passes and classes allowed as equivalents for (a) (b) (c) or (d) for the purposes of the Elementary Drawing Certificate (1st class) (*see* p. 64 of the Science and Art Directory) are also allowed as equivalents in the Queen's Scholarship and Studentship Examination.

For information as to the places and times of these Examinations, and as to the exercises required, see the Science and Art Directory.

Languages, [80 each.]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

1. LATIN.—Cæsar, de Bello Gallico, Books II. and III., and Virgil, Æneid, Book I.
2. GREEK.—Xenophon, Anabasis, Books II. and III., and Homer, Iliad, Book I.

3. FRENCH. Simple unseen passages.
4. GERMAN. Simple unseen passages.
[SEE NOTE UNDER SCIENCES.]

Sciences. [80 each.]
Elementary [25]. *Advanced* [I. 50.] [II. 35.] *Honours* [I. 80.] [II. 65.]

5. MECHANICS, (*a*) Solids, (*b*) Fluids.
*6. SOUND, LIGHT, AND HEAT (*Elementary*), or
(*a*) Sound, (*b.*) Light, (*c.*) Heat. (*Advanced* or *Honours.*)
*7. MAGNETISM AND ELECTRICITY.
8. CHEMISTRY.
9. HUMAN PHYSIOLOGY.
10. BOTANY.
11. NAVIGATION.
12. PHYSIOGRAPHY.
13. PRINCIPLES OF AGRICULTURE.
14. HYGIENE.

* *Elementary Physics is allowed as an alternative to these subjects.*

The sub-divisions (a) or (b) of Subject 5 and (a) (b) or (c) of Subject 6 each count as one subject.

No papers in Science are set at the Queen's Scholarship and Studentship Examination, but marks counting in that Examination can be obtained by success at one of the May Examinations of the Science and Art Department held in the same year as the candidate's Examination for the Scholarship and Studentship, or in the preceding year.

For information as to the places and times of these examinations, and for a detailed syllabus of each Science, see the Science and Art Directory.

NOTE.—Marks may be obtained for *two* of the above subjects of Language and Science (or for *three* if marks are not claimed for Drawing and Practical Skill in Music). One of these *two* (or *three*) subjects must be a Language. If only *one* subject is taken it may be either a Language or a Science.

C.—SPECIAL SUBJECTS.

Gaelic [80].—*Grammar, Translation, and Composition.*—Any Gaelic-speaking pupil-teacher employed in the counties mentioned in Article 19B, Scotch Code, may, in addition to the marks obtainable under the foregoing regulation for Languages and Sciences, obtain marks in this subject.

Mathematics.—*Females.*—For the purposes of Article 95 (*d*) of the Scotch Code Female candidates (in addition to the ordinary paper on Arithmetic and Algebra) may take the paper on Mathematics set for Males.

SCOTCH EDUCATION DEPARTMENT,

DOVER HOUSE, WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

June 1895.

SYLLABUS FOR MALE CANDIDATES.

[*Changes for the years* 1895 *and* 1896 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 24th JUNE 1895, at 2 p.m.

The modifications in this Syllabus have been made in view of the shortened period for preparation consequent upon the alteration in the date of the Examination.

In 1896 *the original requirements of the Syllabus will be reverted to.*

Candidates are recommended to make themselves acquainted with Articles 41–55, and 100–101 of the Scotch Code of 1894.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the "Department before the first day of *May* preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under General Regulation 3, page 88, are denoted by the sign (F).

FIRST YEAR.

1st Year. 1895.

Reading (F) [50].

(Acting teachers must read to the Inspector at his annual visit to their schools.)

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Kingsley's "Westward Ho,"* and (2) *Tennyson's "Gareth and Lynette,"* and *"Geraint and Enid."*

Penmanship (F) [50] and **Dictation** (F) [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.
2. To write a passage from dictation.
3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

School Management. [100].

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (*c*) must take the School Management paper for the second year, as well as a special paper (School Management, No. 2).

No student will be examined unless the Principal certifies that he has spent at least *four* weeks, or *100* hours, in the Practising and Model Schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the development of the intelligence of children.
2. Notes of lessons.

In 1896 a section on the training of the senses, and of the memory, and the order in which the faculties of children are developed, will be added.

English (F) [100] + [50]. (Composition.)

1. Parsing, Analysis and the principles of Grammar.
2. An intelligent acquaintance with the language, style, and subject-matter of *Spenser's Faery Queen, first six Cantos of Book I., and Carlyle's Essay on Burns.*

In 1896 the books will be Spenser's Shepheard's Calendar, and Macaulay's Essay on Lord Bacon.

3. To write plain prose upon a given subject.

1st Year. 1895.

Geography AND Physiography.* [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust: the Motions of the Earth; the Seasons.

2. The *General* Geography of *Europe* in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1896 the Tides, Winds, and Ocean Currents will be added to Section 1.*

2. *In 1896 the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History.* [100]

1. British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time, and a section on general knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—Marks are allowed for passes obtained in Geography and History, in one of the two preceding years only.

Mental Arithmetic

Arithmetic (F) [80] + [40]

1. To work arithmetical sums, both mentally and on paper.

2. To prove and explain the rules.

The figures should be well formed and the work methodically arranged as a good model for children to imitate.

Algebraical symbols in the solution of questions are not permitted.

Algebra AND Mensuration. [100]

To answer simple questions, both theoretical and practical, in algebra, and the mensuration of plane surfaces.

In algebra, candidates should understand the four simple rules, involution, evolution, common measures, common multiples, algebraic fractions and surds, and the solution of simple and easy quadratic equations, of one or more unknown quantities, ratio and proportion, or problems producing such. In mensuration they should understand the measurement of every species of plane rectilineal figure and of the circle.

Geometry. [100]

The first four books of Euclid, the first nine propositions of Book VI., and Euclid's definition of Proportion, with simple deductions from the propositions and easy geometrical problems.

In 1896 Dynamics, or the Elementary Statics and Kinetics of Solids, Liquids, and Gases, will be added.

Music: Theory (*Optional*). [40] 1st Year.

Candidates may answer questions in *one* notation only—*not in both*. 1895.

Staff-notation.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (*bars*). Transcription from one time to another.

In 1896, Questions on (a) Transcription from one major key to another, and (b) Musical terms in common use will be added.

Tonic Sol-fa notation.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c.
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

In 1896, Questions on (a) the standard scale of pitch and the relations (in pitch) of various keys, and (b) Musical terms in common use will be added.

Languages (*Optional*). [100 each]

1. Latin.	3. French.
2. Greek.	4. German.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

The passages will be taken from *Livy V., cap. 29 to the end, Virgil, Æneid VI., 1–211*, with a short passage of easy unseen Latin prose; *Xenophon's Anabasis II., first three chapters; Chateaubriand's Le dernier Abencerage; Mein Onkel Skipio;* and easy unseen passages from French and German prose writers.

In 1896 the passages will be taken from Sallust's Catiline, Virgil, Æneid XII., 1–440; with a short passage of easy unseen Latin prose; Xenophon's Anabasis IV.; Souvestre's Un Philosophe sous les Toits; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See pages* 86–88.

SECOND YEAR. 2nd Year.

Reading (**F**) [50]. 1895.

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from "*The Carlyle Reader*" and Shakespeare's "*As you like it*," or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

2nd Year. 1895.

Penmanship (F) [50] and **Dictation** (F) [50].

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (*c*) must take *this* Paper as well as a special paper (School Management, No. 2).

No Student will be examined unless the Principal certifies that he has spent at least *four* weeks, or *100* hours, in the Practising and Model Schools, under proper superintendence, during his residence, and at least half that time during his second year.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects :—
   (*a.*) The different methods of organising an elementary school, including the construction of a time-table.
   (*b.*) The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and of character;—considered in their application to the methods of teaching and of moral discipline.
3. Notes of lessons.
4. Laws of health as applied to school premises, scholars, and teachers.

In 1896, a section on Quick's Educational Reformers. Chaps. 13, 16, 17, 18 will be added.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Midsummer Night's Dream.*

In 1896 the books will be Shakespeare's Hamlet and Bacon's Advancement of Learning, Book I.

2. To write plain prose upon a given subject.
3. General knowledge of English literature from *1620* to *1670*.

In 1896 the prescribed period will be from 1820 to the present time.

Geography and **Physiography*** [100].

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons.
2. The *General* Geography of *Europe* in connexion with Commercial and Industrial Geography.

   Candidates may be asked to illustrate their answers by sketch maps.

   1. *In 1896 the Tides, Winds, and Ocean Currents will be added to Section 1.*

   2. *In 1896 the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

2nd Year. 1895.

History* [100].

British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time and a section on General Knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—Marks are allowed for passes in Geography and History obtained in one of the two preceding years only.

Algebra and **Mensuration** [100].

More difficult questions and problems than for First Year.

This paper will also contain some questions in Arithmetic. Students and Acting Teachers who have not passed with credit in Arithmetic at the Examination for Certificates in one of the two immediately preceding years, or have failed to obtain a Certificate, must answer the questions in Arithmetic instead of those in Mensuration.

In Algebra, Candidates should, at least, add to the requirements for the first year a knowledge of progressions, permutations and combinations, the Binomial Theorem, scales of notation, and the solution of more difficult equations or problems producing such. In mensuration they should add to the requirements for the first year a knowledge of the measurement of cylinders, spheres, cones, and a few irregular solids.

In 1896 logarithms, interest and annuities will be added.

Geometry [100].

Euclid's Elements, Books I., II., III., IV., and VI., and Euclid's definition of Proportion with simple deductions from the propositions and easy geometrical problems.

In 1896 Plane Trigonometry up to the Solution of Triangles will be added.

Political Economy [75].

Elementary Questions in Political Economy.

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

Candidates may answer questions in *one* notation only—*but not in both.*

A Paper on this subject is not given to any Student about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have "such an amount of musical skill, vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and Chromatic intervals.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars).

2nd Year.

1895.

3. Musical terms in common use.

4. The compass and registers of the voices of men, women, and children.

In 1896, Questions in (a) Transposition (b) Transcription from one time to another and (c) General rules relating to voice training will be added.

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and Chromatic intervals. Names of chromatic tones. Removes of key; bridge-notes and distinguishing tones.

2. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation.

3. Musical terms in common use.

4. The compass and registers of the voices of men, women, and children.

In 1896, Questions on (a) Transcription by halving or doubling values, &c. and (b) General rules relating to voice training will be added.

Languages (*Optional*) [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their College.

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute cap. 1–14 and Homer's Odyssey, VI., 1–150. The rest of the Latin and Greek, and the whole of the French and German papers, will consist of easy unseen passages.

In 1896 the passages will be taken from Horace, Odes, II. and Cicero Pro Lege Manilia, and Homer's Odyssey XXIII.

Drawing and **Science.** *See below.*

ADDITIONAL SUBJECTS.

[Full information respecting the examinations in Science and Art is contained in the Science and Art Directory, which may be obtained from Messrs. Eyre and Spottiswoode, East Harding Street, Fetter Lane, London.]

I. **Drawing.** [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection. Acting Teachers must present themselves for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises :—

A First Class in the Elementary Stage of—

(a.) Freehand (Subject 2 b). [20.]
(b.) Model (Subject 3 a). [20.]
(c.) Shading from Casts (Subject 5 b). [20.]

A Pass in the Elementary Stage of Science Subject I.—

(d.) Practical Plane and Solid Geometry.* [30.]

* *In 1895 only, a pass in Section I. of Science Subject I. taken at the July Examination.*

A First Class in—

(e.) Model Drawing with Chalk upon the blackboard. [10.]

3. The passes and classes allowed as equivalents for (a), (b), (c), and (d) for the purposes of the Elementary Drawing Certificate (First Class)—see page 64 of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.

4. Claims to passes in Drawing must in every case be made, by Students on their Form 20, and by Acting Teachers on their Form 26. The omission of any of the required details may involve a loss of marks.

	Advanced or Honours.	Elementary.
II. **Science.**	[100 each.]	[50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges under the provisions of the Science Directory, page 50, but in those Science subjects only for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in July—instead of December—1895 under the provisions of the Science and Art Directory revised to June 1894. See p. 53.*]

3. Acting Teachers are examined at the ordinary May Examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, page 23) :—

I. Practical Plane and Solid Geometry (Elementary Stage).

This is counted as one of the subjects of Drawing.
N.B.—*In July 1895 only, Section I. will be substituted for the full Elementary Stage.*

VI. Theoretical Mechanics—(*a*) Solids ; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light, and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat—Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
X*p*. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.

* Elementary Physics is allowed as an alternative to Subjects VIII. and IX.

XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

[*The Syllabus for the examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page* 145 *et seq.*]

5. *Candidates* will be allowed marks at the Certificate Examination in 1895 for a pass (i.) in the First or Second Class in the Advanced Stage (or in Honours) of any *one* of the above subjects, or (ii.) in the Elementary Stage of TWO subjects (in addition to *Section I. of* the Elementary Stage of Science Subject I.). Subject to General Regulation 2, *see* below, *Candidates* who fail to pass in the Elementary Stage, but attain the Standard of "Fair," will also be credited with marks for that degree of success.

6. Acting Teachers may obtain marks for success at the Science Examination open to them *next preceding their Certificate Examination*.

7. No *Candidate* is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless he has previously been successful at the May Examination or at the Training College in at least the Elementary Stage of the subject, *or has been recorded "Fair" at an examination in the Elementary Stage*.

8. Students who at the end of their FIRST year fail to obtain at least the mark "Fair" in the Elementary Stage or a pass in the 2nd (or 1st) Class in the Advanced Stage of any Science subject, will be required in their SECOND year to present themselves for examination in the SAME STAGE of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited by this Department at the Examinations for Certificates.

GENERAL REGULATIONS.

1. Candidates may not take up more than FOUR subjects under the heads of Languages and Science, exclusive of Practical Plane and Solid Geometry.

2. A certain number of marks will be deducted from the total gained for each LANGUAGE and SCIENCE, in order that candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, PENMANSHIP, READING, SPELLING, or TEACHING, will be held to have failed in the examination.

SCOTCH EDUCATION DEPARTMENT,
DOVER HOUSE, WHITEHALL, LONDON.

EXAMINATION FOR TEACHERS' CERTIFICATES.

June 1895.

SYLLABUS FOR FEMALE CANDIDATES.

[*Changes for the years* 1895 *and* 1896 *are printed in Italics.*]

The Examination for Certificates will commence on Monday, the 24th JUNE 1895, at 2 p.m.

The modifications in this Syllabus have been made in view of the shortened period for preparation consequent upon the alteration in the date of the examination.

In 1896 the original requirements of the Syllabus will be reverted to.

Candidates are recommended to make themselves acquainted with Articles 41–55, and 100–104 of the Scotch Code of 1894.

NOTE.—Under the provisions of Article 46 of the Code "the names "of candidates who desire to be examined must be notified to the "Department before the first day of *May* preceding the examination." This notification must be made by the official correspondent of the school.

The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

The subjects in which failure excludes from a Certificate under Regulation 3, page 98, are denoted by the sign (F).

1st Year. 1895.

FIRST YEAR.

Reading. (F) [50]

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Kingsley's "Westward Ho,"* and (2) *Tennyson's "Gareth and Lynette,"* and *"Geraint and Enid."*

(Acting teachers must read to the Inspector at his annual visit to their schools.)

Penmanship (F) [50] and Dictation (F) [50]

Writing, as taught in schools, is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in this subject.

School Management. [100]

Passages taken from Reading Lesson Books commonly used in schools may be given in the papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47 II. (c.) must take the School Management Paper for the Second Year, as well as a special paper (School Management, No. 2)

No student will be examined, unless the Principal certifies that she has spent at least *four* weeks, or *400* hours, in the Practising and Model Schools, under proper superintendence, during residence, and at least half that time during the second year's residence.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

1. The methods of teaching the elementary and class subjects and drawing, with special reference to the cultivation of the intelligence of children.

2. Notes of lessons.

In 1896 a section on the training of the senses, and of the memory, and the order in which the faculties of children are developed will be added.

N.B.—Special questions will be inserted in the papers for candidates who, coming from, or being about to take, infant schools, desire to obtain special certificates as teachers of infants:—

a. Method of teaching infants, and of conducting an infant school.

b. Notes of object lessons.

1st Year. 1895

Composition.

English. (F) [100] + [50]

1. Parsing, Analysis, and the principles of Grammar.
2. An intelligent acquaintance with the language, style, and subject-matter of *Spenser's Faery Queen, first six Cantos of Book I., and Carlyle's Essay on Burns.*

In 1896 the books will be Spenser's Shepheard's Calendar, and Macaulay's Essay on Lord Bacon.

3. To write plain prose upon a given subject.

Geography and **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons.
2. The *General* Geography of *Europe* in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1896 the Tides, Winds, and Ocean Currents will be added to Section 1.*

2. *In 1896 the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History.* [100]

1. British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time, and a section on General Knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893*, who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination may, in the subsequent examinations for certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates, will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examination for Certificates.

Note.—Marks are allowed for passes obtained in Geography and History, in one of the two preceding years only.

Mental Arithmetic.

Arithmetic and **Algebra.** (F) [80] + [40]

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The paper will contain questions requiring an explanation of the arithmetical processes employed.

Algebraical symbols in the solution of arithmetic questions are not permitted.

ARITHMETIC.

1. The first four rules.
2. Practice and bills of parcels.
3. Vulgar fractions.
4. Decimal fractions.
5. Simple and compound proportion.
6. An exercise in mental arithmetic.

1st Year. 1895.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such, and simple equations of two unknown quantities.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Clothing. 2. Food. 3. Laundry.

In 1896 a section on The Dwelling will be added.

Needlework. (F) [100]

1. The repairing of any plain article of underclothing.
2. The drawing of diagrams on sectional paper of—
   A woman's chemise.
   An infant's shirt.
3.* The cutting-out and making of one of the above garments, and the cutting-out and making, by tacking, of the other garment.
4. The answering on paper of questions on needlework.

* *In 1896.*

Music, THEORY (*Optional*). [40]

Candidates may answer questions in *one* notation only—*not in both.*

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple time. Accent. Contents of measures (bars). Transcription from one time to another.

In 1896 Questions on (a) Transcription from one major key to another, and (b) musical terms in common use will be added.

TONIC SOL-FA NOTATION.

1. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c.
2. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

In 1896 Questions on (a) the standard scale of pitch and the relations (in pitch) of various keys, and (b) musical terms in common use will be added.

Each.

Languages (*Optional*). [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

These papers will contain grammatical questions, and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose.

1st Year. 1895.

The passages will be taken from *Livy, V., cap. 29 to the end, Virgil Æneid, VI., 1–211*; with a short passage of easy unseen Latin prose; *Chateaubriand's Le dernier Abencerage*; *Mein Onkel Skipio*; and easy unseen passages from French and German prose writers.

In 1896 the passages will be taken from Sallust's Cataline, Virgil Æneid, XII., 1–440, with a short passage of easy unseen Latin prose; Souvestre's "Un Philosophe sous les Toits"; Mein Onkel Skipio; and easy unseen passages from French and German prose writers.

Drawing and **Science.** *See* pp. 96–98.

SECOND YEAR.

2nd Year. 1895.

Reading (F) [50].

(Acting Teachers must read to the Inspector at his annual visit to their schools.)

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from "*The Carlyle Reader*" and *Shakespeare's "As you like it,"* or from an unseen book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Penmanship (F) [50] and **Dictation** (F) [50].

Writing as taught in schools is apt to be too small and indistinct. Pupils should be taught to write a firm, round, legible hand.

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

School Management.

Passages taken from Reading Lesson Books commonly used in schools may be given in the Papers on all subjects which admit of it, and candidates will be expected to show how they would explain such passages to children. Each Paper may also contain questions on the method of teaching the elementary parts of the subject to which it relates. Graduates examined under Art. 47, II. (c), must take *this* paper as well as a special paper (School Management No. 2).

No Student will be examined, unless the Principal certifies that she has spent at least *four* weeks, or *100* hours, in the Practising and Model Schools, under proper superintendence, during her residence, and at least half that time during her second year.

[*Note.—In 1896 the number of hours required to be spent in the Practising and Model Schools will be increased to 200.*]

I.—Theory [100].

1. To answer questions on the following subjects:—
   - *a.* The different methods of organising an elementary school, including the construction of a time-table.
   - *b.* The form of school registers, the mode of keeping them, and of making returns from them.
2. The processes of reasoning; the formation of habits and character;—considered in their application to the methods of teaching and moral discipline.
3. Notes of lessons.
4. The laws of health as applied to school premises, scholars, and teachers.

In 1896 a section on Quick's Educational Reformers, Chaps. 13, 16, 17, 18 will be added.

II.—Practical Skill in Teaching (F) [120].

To teach a class in the presence of Her Majesty's Inspector.

2nd Year. 1895.

Composition.

English (F) [100] + [50].

1. An intelligent acquaintance with the language, style, and subject-matter of Shakespeare's *Midsummer Night's Dream.*

In 1896 the books will be Shakespeare's Hamlet and Bacon's Advancement of Learning, Book I.

2. To write plain prose upon a given subject.

3. General knowledge of English literature from *1620* to *1670.*

In 1896 the prescribed period will be from 1820 to the present time.

Geography and **Physiography.*** [100]

1. An elementary knowledge of Physical Geography comprehending the Composition and Phenomena of the Earth's Crust, the Motions of the Earth, the Seasons.

2. The *General* Geography of *Europe*, in connexion with Commercial and Industrial Geography.

Candidates may be asked to illustrate their answers by sketch maps.

1. *In 1896, the Tides, Winds, and Ocean Currents, will be added to Section 1.*

2. *In 1896, the Physical Geography of Asia and the British Islands in connexion with Commercial and Industrial Geography.*

History.* [100]

British History from the year *1760* to *1820*, with special reference to (*a*) constitutional questions; (*b*) social changes; (*c*) military operations; (*d*) the literature of the period.

In 1896 the special period will be 1815 to the present time, and a section on general knowledge of the most important events in English and Scottish History, with dates, will be added.

* Candidates examined in (or since) *1893* who passed with credit in GEOGRAPHY or HISTORY (or both) at the Queen's Scholarship Examination, or at the end of their first year, may, in the subsequent Examinations for Certificates, omit such subject or subjects, and will be credited with the marks thus gained.

Candidates who fail to pass in either or both of these subjects at the Queen's Scholarship Examination, or in the first year papers at the Examination for Certificates, will be marked "G" or "H" in the Class List, and will be required to take such subject or subjects at the subsequent Examinations for Certificates.

Note.—Marks are allowed for passes in Geography and History obtained in one of the two preceding years only.

Arithmetic and **Algebra** [F) [80].

The figures must be well formed, and the sums worked methodically, and as good models for children to imitate. The Paper will contain questions, requiring an explanation of the Arithmetical processes employed.

[*Algebraical symbols in the solution of Arithmetic questions are not permitted.*]

ARITHMETIC.

1. The first four rules.
2. Practice and Bills of Parcels.
3. Vulgar Fractions.
4. Decimal Fractions.
5. Simple and Compound Proportion.
6. Simple and Compound Interest.
7. Discount.
8. Stocks.
9. Insurance.

ALGEBRA.

The simple rules with the solution of easy simple equations or problems producing such. Simple equations of two unknown quantities, Square Root, Cube Root.

In 1896 easy Quadratics will be added.

Domestic Economy. [75]

Only a per-centage of the marks for this paper will be given in the case of those students who do not present a certificate signed by the Superintendent, to the effect that she is satisfied with their practical proficiency in some specified portion of the work usually comprehended under the name of Industrial Training.

1. Cooking.
2. The laws of health.
3. Sick-room management.

In 1896 a section on household expenses and investment of money will be added.

Needlework (F) [75] + Skill in Teaching [50].

1. The higher branches of plain needlework; these include tucking, whipping, and feather stitching, the repairing of linen and print, and darning in stocking-web stitch.
2. The drawing of diagrams on sectional paper of—
   A boy's shirt.
   A child's muslin pinafore.
3.* The cutting-out and making of one of the above garments, and the cutting-out and making, by tacking, of the other garments.
4. The answering on paper of questions on needlework.

* *In 1896.*

Music, (*Optional*) THEORY [30] + PRACTICAL SKILL [50].

Candidates may answer questions in *one* notation only—*not in both.*

A paper on this subject is not given to any student, about to leave the Training College, who has not passed the Music Inspector's examination in practical skill. Acting teachers must produce a certificate from some competent person that they have such an amount of musical skill, "vocal or "instrumental, as is sufficient for the purpose of teaching children to sing "from notes."

STAFF-NOTATION.

1. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals.
2. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars).
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children.

In 1896 Questions on (a) Transposition, (b) Transcription from one time to another, and (c) general rules relating to voice training, will be added.

TONIC SOL-FA NOTATION.

1. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge-notes, and distinguishing tones.
2. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation.
3. Musical terms in common use.
4. The compass and registers of the voices of men, women, and children.

In 1896 Questions on (a) Transcription by halving or doubling values, &c., and (b) general rules relating to voice training, will be added.

2nd Year. 1895

Each.

Languages. (*Optional.*) [100] 1. LATIN. 2. FRENCH. 3. GERMAN.

Students will be examined in those languages only for which a special course of instruction is provided in the time-table of their college.

(Candidates are restricted to two languages.)

These papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose.

The passages will be taken from Horace, Odes, I., 1–20, and Cicero, De Senectute, cap. 1–14. The rest of the Latin, and the whole of the French and German papers, will consist of easy unseen passages.

In 1896 the passages will be taken from Horace, Odes, II., and Cicero, Pro Lege Manilia.

Drawing and **Science.** *See below.*

ADDITIONAL SUBJECTS.

[Full information respecting the examinations in Science and Art is contained in the Science and Art Directory, which may be obtained from Messrs. Eyre and Spottiswoode, East Harding Street, Fetter Lane, London.]

I. Drawing. [100.]

1. Drawing does not form part of the Certificate Examination. Annual examinations in Drawing are held at each of the Training Colleges under inspection. Acting Teachers must present themselves for examination at one of the local Schools of Art or Art Classes in connexion with the Department of Science and Art, at times to be learned from the Secretaries of those Schools or Classes.

2. Marks will be allowed at the Certificate Examination for the following exercises:—

A FIRST CLASS IN THE ELEMENTARY STAGE OF—
- (a.) Freehand (SUBJECT 2*b*). [20.]
- (b.) Model (SUBJECT 3*a*). [20.]
- (c.) Shading from Casts (SUBJECT 5*b*). [20.]

A PASS IN THE ELEMENTARY STAGE OF SCIENCE SUBJECT I.—
- (d.) Practical Plane and Solid Geometry* [30.]

* *In 1895 only, a pass in Section I. of Science Subject I. taken at the July examination.*

A FIRST CLASS IN—
- (e.) Model Drawing with chalk upon the blackboard [10.]

3. The passes and classes allowed as equivalents for (a), (b), (c), and (d), for the purposes of the Elementary Drawing Certificate (First Class)—see p. 64 of the Science and Art Directory—are also allowed as equivalents in the Certificate Examination.

4. Claims to passes in Drawing must in every case be made by Students on their Form 20, and by Acting Teachers on their Form 26. The omission of any of the required details may involve a loss of marks.

II. Science.

Advanced or Honours. [100 each.] Elementary. [50 each.]

1. The subjects of Science named below do not form part of the Certificate Examination held by the Scotch Education Department.

2. Students are examined at their respective Colleges under the provisions of the Science Directory, p. 50, but in those Science subjects

only, for which a special course of instruction is provided in the time-table of the College, and for which all apparatus necessary for practical instruction is supplied. No student in a Training College is allowed to attend the May Examinations of the Department of Science and Art.

[*Students will be examined in July—instead of December—1895, under the provisions of the Science and Art Directory revised to June 1894. See p. 53.*]

3. Acting Teachers are examined at the ordinary May examinations of the Department of Science and Art.

4. The subjects of Science for which marks will be allowed to candidates for a Certificate are the following (the numbers are those of the Science Directory, p. 23):—

I. Practical Plane and Solid Geometry (Elementary Stage).
This is counted as one of the subjects of Drawing.
N.B.—*In July 1895 only, Section I. will be substituted for the full Elementary Stage.*

VI. Theoretical Mechanics: (*a*) Solids; (*b*) Fluids.
VII. Applied Mechanics.
*VIII. Sound, Light and Heat—Elementary Stage.
(*a*) Sound, (*b*) Light, (*c*) Heat. Advanced Stage and Honours.
*IX. Magnetism and Electricity.
X. Inorganic Chemistry, Theoretical.
X*p*. „ „ Practical.
XIV. Human Physiology.
XVII. Botany.
XXIII. Physiography.
XXIV. Principles of Agriculture.
XXV. Hygiene.

* Elementary Physics is allowed as an alternative to Subjects VIII. and IX.

[*The Syllabus for the examinations at the Training Colleges in the above subjects is that for the May Examination given in Appendix D. to the Science Directory, page* 145 *et. seq.*]

5. *Candidates* will be allowed marks at the Certificate Examination in 1895 for a pass, (i) in the 1st or 2nd Class in the Advanced Stage (or in Honours) of any *one* of the above subjects, or (ii) in the Elementary Stage of TWO subjects (in addition to *Section I. of* the Elementary Stage of Science Subject I.). Subject to General Regulation 2 on p. 98, *Candidates* who fail to pass in the Elementary Stage, but attain the standard of "Fair," will also be credited with marks for that degree of success.

6. Acting Teachers may obtain marks for success at the Science Examination open to them, *next preceding their Certificate Examination.*

7. No *Candidate* is allowed marks for a pass in the Advanced (or Honours) Stage of any subject, unless she has previously been successful at the May examination, or at the Training College, in at least the Elementary Stage of the subject, *or has been recorded "Fair" at an examination in the Elementary Stage.*

8. Students who at the end of their FIRST year fail to obtain at least the mark "Fair" in the Elementary Stage or a pass in the 2nd (or 1st) class in the Advanced Stage of any Science subject, will be required in their SECOND year to present themselves for examination in the SAME STAGE of the subject as that in which they failed. Such subject or subjects will be considered as the first of the Science subjects in which they may be presented for examination.

SPECIAL NOTE.—Marks for successes in Mathematics under the provisions of the Syllabus of the Department of Science and Art are not credited by this Department at the examinations for certificates.

GENERAL REGULATIONS.

1. Candidates may not take up more than FOUR subjects under the heads of Languages and Science, exclusive of Practical Plane and Solid Geometry.

2. A certain number of marks will be deducted from the total gained for each LANGUAGE and SCIENCE in order that Candidates may not receive credit for any LANGUAGE or SCIENCE of which they have acquired a merely superficial knowledge.

3. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING, or TEACHING will be held to have failed in the examination.

TWENTY-SECOND

ANNUAL REPORT

BY

THE ACCOUNTANT FOR SCOTLAND

TO THE

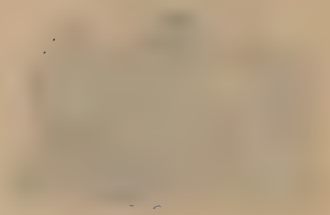
SCOTCH EDUCATION DEPARTMENT.

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
By NEILL & CO., Old Fishmarket Close.

And to be purchased, either directly or through any Bookseller, from
JOHN MENZIES & CO., 12 Hanover Street, Edinburgh, and
90 West Nile Street, Glasgow; or
EYRE & SPOTTISWOODE, East Harding Street, Fleet Street, E.C.; or
HODGES, FIGGIS, & CO., Limited, 104 Grafton Street, Dublin.

1895



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REPORT.

ACCOUNTANT'S OFFICE FOR SCOTLAND,
33 YORK PLACE, EDINBURGH,
20th June 1895.

To the Secretary of the
Scotch Education Department.

SIR,

I have the honour to submit, in terms of section 51 of the Education (Scotland) Act, 1872, the Annual Report of the Accountant for Scotland to the Scotch Education Department, prepared from returns made to me by the school boards in Scotland, setting forth the amount of the receipts and expenditure of each Board for the year ended at Whitsunday 1894.

The total number of school boards is 977, the same as in the previous Report.

The Treasurers of all these school boards have transmitted to this office an Account, showing their money receipts and payments, the state of the funds and property under their charge, and the amount of liabilities at Whitsunday, together with the vouchers, in terms of sections 48 and 49 of the Act. Accounts have also been transmitted to me by the Treasurers of combination schools under section 42, in all cases where the income and expenditure in connection with these schools have not been included in the Accounts of one or other of the contributing boards.

In each case a certification was annexed to the Account, and signed by the Chairman, to the effect that the Account had been submitted to the school board for examination, and had been approved of, and that the board had satisfied themselves, by reference to the Bank Pass Book, that the balances at the beginning and at the end of the Account were correctly stated.

The following seven school boards had no schools under their charge, viz.:—Bathgate (Burgh), Dumbarton (Landward), Forres (Landward), Greenock West Parish (Landward), Kinnoull, Sheuchan, and Tenandry.

Income.

The total income, as set forth in the Accounts examined and passed by me, was £1,905,970, 18s. 4d., derived from the following sources, viz.:—

School Fees and Books, &c., sold to children,	£44,541	15	4
Grants for relief of Fees under Education and Local Taxation (Scotland) Act, 1892,	295,624	1	0
Parliamentary Grants from the Scotch Education Department,	539,241	15	2
Parliamentary Grants from Science and Art Department,	22,549	4	4
Grants from County Councils, &c., for Technical Education under Local Taxation (Customs and Excise) Act, 1890,	7,784	13	5
Grants from Committees of Counties and Burghs for Secondary Education under section 2 (1) (*b*) of Education and Local Taxation Account (Scotland) Act, 1892,	30,180	16	3
School Rate,	644,432	5	11
Loans raised,	282,703	7	9
Interest from Endowments,	10,492	18	0
Contributions under section 42,	5,338	9	11
Fines recovered,	368	3	7
Interest on Deposits,	419	12	6
Other sources,	22,293	15	2
	£1,905,970	18	4

This amount is in excess of the previous year's income by £126,063, 19s., or, deducting loans in each case, by £79,420, 1s. 1d., the increase being mainly in the grants for relief of fees, the annual grants, the technical education grants, the secondary education grants (the last-named appearing for the first time in this balance sheet), and the school rate.

The proportions which the several sources of income, excluding loans for capital charges, bear to the total income for each of the three years 1891–92, 1892–93, and 1893–94, are given in the following table:—

	1891-92.	1892-93.	1893-94.
	Per cent.	Per cent.	Per cent.
School Fees, Grants in Relief of Fees, and Sale of Books to children,	22·5	21·7	21·0
Grants from the Scotch Education Department (including Grants for Science and Art),	34·9	35·4	34·6
Rates,	39·8	39·8	39·7
Other sources of Income,	2·8	3·1	4·7

The proportion of the total receipts raised by loans in each of the three years was:—

	1891–92.	1892–93.	1893–94.
	Per cent.	Per cent.	Per cent.
Loans, ...	13·2	13·3	14·8

School Fees, Books sold to Children, and Grants in Relief of Fees.—The sums entered in the Accounts as having been received from these sources amount together to £340,165, 16s. 4d., showing (as compared with the previous year) an increase of £5,263, 8s. 11d., the grants for relief of fees having increased £8,090, 8s., and the other heads having decreased £2,826, 19s. 1d.

The amounts entered under the head of Fees consist partly of sums received by school boards during the year in the higher standards and special classes in a number of schools, and partly of sums collected in certain schools where fees have still continued to be charged under sanction of the Department.

The amounts entered under the head of Grants in Relief of Fees represent the sums paid over by the Department to School Boards during the year to 15th May 1894, under the Education and Local Taxation (Scotland) Act, 1892.

Parliamentary Grants (from the Scotch Education Department).—The total sum received during the year in annual grants and additional grants under section 67, as appearing from the Accounts, was £539,241, 15s. 2d., which shows an increase of £18,635, 12s. on the amount received during the year 1892–3.

The Probate Duty Grants under the Department Minute of 28th February 1893, with respect to certain parishes in the Highlands and Islands, and which are included under the head of "Other Sources" of Income, amounted to £191, 10s., and were received by the following insular boards:—

Inverness—Barra, ...	£32	10	0
Kilmuir, ...	23	0	0
Ross—Uig, ...	136	0	0
	£191	10	0

The details are as follows:—

Annual Grants, ...	£527,961	1	0
Additional Grants under section 67 (received by 114 School Boards), ...	11,280	14	2
Probate Duty Grants under Minute of 28th February 1893 (received by 3 School Boards), ...	191	10	0
	£539,433	5	2

In the case of twelve school boards, irrespective of the seven which have no schools under their charge, there is no sum appearing as annual grant in the Accounts for the year, in consequence of changes in the dates of inspection or owing to the grants, although earned, not having been received by the board as at the date of closing the Accounts.

Grants from Science and Art Department.— The amounts entered under this head during the year aggregate £22,549, 4s. 4d., as compared with £26,305, 11s. 1d. of the previous year.

Technical Education Grants.—Town and County Councils were empowered by the Local Taxation (Customs and Excise) Act of 1890, followed by the Education and Local Taxation Account (Scotland) Act, 1892, to contribute towards the furtherance of Technical Education. The sums received by school boards from these bodies under this head during 1893–94 amount to £7,784, 13s. 5d.

Secondary Education Grants.—Under the Education and Local Taxation Act above referred to, section 2 (1) *b*, a sum is annually available for Secondary Education. The distribution of this sum by Burgh and County Committees in the districts under their control was provided for by the Department Minute of 1st May 1893, and relative schemes approved of by the Department. The amount received by school boards under this head during the year was £30,180, 16s. 3d. In addition to this amount there was received on account of Higher Class Schools a sum of £11,761, 16s. 4d.

School Rate.—The sums received during 1893–94 by the treasurers of school boards from the rating authorities amounted to £644,432, 5s. 11d., being an increase of £30,458, 6s. 7d. on the amount of the previous year.

The rates in the several districts varied from 1d. to 2s. 5d. per £. For example, in Cupar (L.) (Fife) and Eaglesham (Renfrew) the rate was 1d.; in Aberlady (Haddington), 1¼d.; in Carmichael (Lanark), 1½d.; in Stair (Ayr), Brydekirk (Dumfries), Lochrutton (Kirkcudbright), and Kiltearn (Ross), 2d.; in Inverkeithing (Fife), 2¼d.; in Legerwood and Mertoun (Berwick), St Andrews (L.) (Fife), Panbride (Forfar), Orwell (Kinross), Carstairs (Lanark), and Teviothead and Yetholm (Roxburgh), 2½d.; in Rescobie (Forfar), 2¾d.; while in Glass (Aberdeen), Glenaray (Argyll), Boharm (Banff), Dalkeith (L.) (Edinburgh), Dallas (Elgin), Scoonie (Fife), Dundee (B) (Forfar), Dores, Small Isles, and Strath (Inverness), Bervie (Kincardine), Leadhills (Lanark), Croy, &c. (Nairn), Evie, &c. and Stronsay, &c. (Orkney), Tain (Ross), Jedburgh (B.) (Roxburgh), Galashiels (B.) (Selkirk), Bothkennar (Stirling) and Clyne (Sutherland), it was 1s.; in Wick (L.) (Caithness), Brechin (B.) (Forfar), Springburn (Lanark), it was 1s. ¼d.; in Marytown (Forfar) it was

1s. ¾d.; in Cairney (Aberdeen), Fordyce (Banff), Wick (B.) (Caithness), Old Kilpatrick (Dumbarton), Lasswade (Edinburgh), Broughty Ferry (Forfar), Morham (Haddington), Sleat (Inverness), Holm (Orkney), and Lochalsh (Ross), it was 1s.1d.; in Shettleston (Lanark), it was 1s. 1½d.: in Cumlodden, Glassary, South Knapdale, and Coll (Argyll), Glenelg and Portree (Inverness), Cross, &c. and Lady (Orkney), and Eddrachillis (Sutherland), it was 1s. 2d.; in Saddell, &c. and Stralachlan, &c. (Argyll), Birnie (Elgin), Tingwall (Shetland), and Larbert (Stirling), it was 1s. 3d.; in Snizort (Inverness), it was 1s. 3½d.; in Cullen (Banff), Canisbay (Caithness), and Falkirk (B.) (Stirling), 1s. 4d.; in Falkirk (L.) (Stirling), 1s. 4½d.; in Glenbucket (Aberdeen), Keiss (Caithness), and Assynt (Sutherland) 1s. 5d.; in Kilmuir (Inverness) 1s. 5½d.; in Tyree (Argyll), North Uist (Inverness), Unst (Shetland), and Tongue (Sutherland), 1s. 6d.; in Kilbrandon, &c. (Argyll), 1s. 8½d.; in North Knapdale (Argyll), Stenton (Haddington), and Fetlar (Shetland), 1s. 10d.; and in the following districts in Shetland, viz.:—Northmavine and Sandsting, &c., 2s.; Yell, 2s. 2d.; Nesting, 2s. 3d.; Delting, 2s. 4d.; Walls, 2s. 5d. per £.

The following tables give the amounts received by the treasurers of school boards from the rating authorities during the three years ending at Whitsunday 1894:—

	1891–92.	1892–93.	1893–94.
	£	£	£
In Burghs,	251,824	268,477	288,218
In Parishes and School Districts,	340,738	345,497	356,214
Total,	592,562	613,974	644,432

These sums represent an average rate per £ on the rateable value of the districts—

	1891–92.	1892–93.	1893–94.
	d.	*d.*	*d.*
In Burghs,	7·66	8·06	8·51
In Parishes and School Districts,	6·73	6·80	6·95
Total,	7·09	7·30	7·57

The following table shows the amount of rates received in each of the counties in Scotland during the three years ending Whitsunday 1894, and the average rate per £ which the amounts levied represent on the rateable value of each county:—

County.	Amount of rates received.			Average rate per £ on rateable value.		
	1891-92.	1892-93.	1893-94.	1891-92.	1892-93.	1893-94.
	£	£	£	d.	d.	d.
Aberdeen,	44,315	44,174	45,015	8·16	8·01	8·15
Argyll { Mainland,	12,188	12,202	12,402	7·95	7·58	8·08
Argyll { Insular,	3,011	2,744	2,869	9·04	8·22	8·69
Ayr,	26,676	26,344	26,740	5·85	5·64	5·65
Banff,	7,739	7,817	8,172	8·84	8·70	9·01
Berwick,	6,883	6,638	6,425	5·73	5·60	5·44
Bute,	2,405	2,447	2,587	4·71	4·75	4·24
Caithness,	6,097	5,476	5,348	10·69	9·79	9·83
Clackmannan,	3,120	3,430	3,650	6·00	6·77	7·26
Dumbarton,	15,445	15,786	15,542	8·49	8·61	8·08
Dumfries,	13,237	13,413	13,730	6·09	6·16	6·32
Edinburgh,	80,949	83,778	87,931	7·12	7·34	7·66
Elgin,	7,200	7,087	7,539	8·70	8·47	9·02
Fife,	25,992	25,958	26,495	6·78	6·88	6·93
Forfar,	39,273	44,485	48,725	7·58	8·53	9·32
Haddington,	7,821	7,002	7,579	6·63	6·53	6·87
Inverness { Mainland,	9,286	9,107	9,245	7·29	7·07	7·11
Inverness { Insular,	3,319	2,500	2,608	14·02	10·57	11·13
Kincardine,	6,963	6,821	6,849	7·96	7·77	7·76
Kinross,	973	880	900	4·08	3·67	3·75
Kirkcudbright,	7,483	7,599	7,894	5·53	5·62	5·86
Lanark,	136,330	152,711	169,433	6·70	7·40	7·96
Linlithgow,	7,686	7,466	6,990	6·19	6·06	5·81
Nairn,	1,598	1,485	1,469	9·53	8·39	8·17
Orkney,	2,024	2,219	2,189	7·30	8·19	8·17
Peebles,	3,405	3,569	3,381	6·86	7·09	7·00
Perth,	22,362	22,588	23,287	5·63	5·62	5·70
Renfrew,	37,040	35,873	35,209	8·34	8·10	7·88
Ross { Mainland,	7,329	7,173	7,295	7·30	7·20	7·36
Ross { Insular,	641	737	788	5·61	6·29	6·47
Roxburgh,	9,781	9,719	9,566	6·51	6·58	6·45
Selkirk,	3,671	3,675	4,261	7·13	7·66	8·17
Shetland,	2,040	1,628	2,257	14·23	11·38	16·81
Stirling,	19,263	19,369	20,305	8·73	8·60	9·09
Sutherland,	3,387	3,676	3,596	8·89	9·46	9·12
Wigtown,	6,272	6,462	6,068	6·65	6·82	6·45
Total,	592,562	613,974	644,492	7·09	7·30	7·57

The following tables show the number of burghs and parishes which paid rates varying from less than 3d. in the £ to 2s. and upwards, the number of burghs and parishes which paid rates of 6d. and upwards, and less than 6d. in the £; and the percentage which each class bears to the whole number:—

Equivalent to a Rate of Assessment per £	BURGHS.						PARISHES.					
	Numbers.			Percentage.			Numbers.			Percentage.		
	1892.	1893.	1894.	1892.	1893.	1894.	1892.	1893.	1894.	1892.	1893.	1894.
Of 2s. and above,	...	...	...	...	...	...	6	7	6	0·7	0·7	0·6
Of 1s. and below 2s.,	6	7	8	10·5	12·3	14	75	74	75	8·2	8·1	8·2
Of 6d. and below 1s.,	18	22	13	31·6	38·6	22·4	159	154	139	17·4	16·9	15·2
Of 6d. and below 4d.,	27	21	24	47·4	36·8	42·1	386	417	418	42·1	45·6	45·8
Of 4d. and below 6d.,	6	7	6	10·5	12·3	10·5	286	262	283	31·1	28·7	30·9
Of 3d. and below 4d.,	...	...	...	...	...	...	17	15	19	1·8	1·6	2·1
	57	57	57	...	...	...	919	917	917	...	...	...
Classification,	...	...	...	...	...	...	1	3	3	...	...	...
Total,	57	57	57	...	...	...	920	920	920	...	...	...

Equivalent to a Rate of Assessment per £	Number.			Per cent.		
	1892.	1893.	1894.	1892.	1893.	1894.
Of 6d. and above.						
Burghs,	51	50	51	89·5	87·7	89·5
Parishes,	616	632	633	67·0	68·9	69·0
Total,	667	682	684	68·3	70·0	70·2
Below 6d.						
Burghs,	6	7	6	10·5	12·3	10·5
Parishes,	303	285	284	33·0	31·1	31·0
Total,	309	292	290	31·7	30·0	29·8

Loans.—The total amount entered in the Accounts as having been borrowed by school boards up to Whitsunday 1894 was £5,191,611, 15s. 6d., of which £282,703, 7s. 9d. was received during the year 1893–94. Of the latter sum £157,328, 13s. 6d. was lent to 19 burgh boards, and £125,374, 14s. 3d. to 80 landward boards.

Of the total amount borrowed up to Whitsunday 1894, the sum of £1,395,569, 1s. 1d. had been repaid by that date.

Endowments.—The sum received from this source during the year, as appearing from the Accounts, was £10,492, 18s., as compared with £10,888, 12s. 8d. of the previous year. The amounts received by school boards from Town Councils out of the Common Good of Burghs and the amounts received direct by teachers from the Dick and Milne Bequests are all included under this head. In addition to the above amount, there was received for Higher Class Public Schools a sum of £4,212, 18s. from Town Councils, and a sum of £2,023, 8s. 11d. from other Endowments.

I append a table showing the payments for the year by Town Councils from the Common Good of Burghs or other Funds under Section 46.

The Income from other Sources amounts to £22,293, 15s. 2d., details of which are as follows, viz.:—

From the sale of old buildings, &c.,	£5,829	8	8
„ Voluntary contributions,	5,570	15	3
„ Rents,	3,911	10	6
„ Payments for fuel and light, &c.,	273	19	0
„ Grants under Highland Schools Act,	973	0	0
„ Probate Duty Grants under Minute, 28th February 1893,	191	10	0
„ Payments under Boundary Commissioners' Awards,	1,081	19	5
„ Miscellaneous,	4,461	12	4
	£22,293	15	2

EXPENDITURE.

The total Expenditure, as appearing from the Accounts, was £1,913,184, 19s. 3d., the particulars of which are as undernoted:—

Elections,	£12,509	15	3
Salaries of Officers,	50,961	19	1
Do. of Teachers,	975,684	17	0
Purchase of Land and Erection, &c. of Buildings,	293,841	7	5
Printing, Postages, &c.,	10,684	6	2
Books, Apparatus, and Stationery,	50,600	0	5
Rents, Rates, &c.,	49,458	9	1
Furniture, Repairs, &c.,	67,091	3	5
Fuel, Light, and Cleaning,	75,976	1	1
Contributions under Section 42,	5,258	15	11
Interest on Loans,	133,672	13	10
Repayment of Loans,	127,703	7	8
Legal Expenses and Expenses of Prosecuting Defaulting Parents,	3,761	19	9
Expenditure for Technical Education when not entered under any of foregoing Heads,	6,458	9	5
Expenditure for Secondary Education when not entered under any of foregoing Heads,	16,639	10	3
Other Expenses,	32,882	3	6
	£1,913,184	19	3

This amount shows an increase of £82,226, 14s. 9d. on the Expenditure for the year 1892–93.

Election Expenses.—The amount paid during the year under this head was £12,509, 15s. 3d. In accordance with Circular 90, of 2nd October 1893, the Accounts of Expenses incident to the eighth election of School Boards have been transmitted to me, and audited, though all had not been paid when the Accounts closed at Whitsunday 1894. The total Expenses of the Election of the 979 School Boards amounted to £15,246, 9s. 8d., which included separate Elections for each of the Boards in the cases of the combined Boards of Haddington Burgh and Landward, and Alloway and Ayr Landward. Of the Elections, 423 were contested, and 563 uncontested; while seven School Boards found it necessary to have two Elections. The above sum is £796, 17s. 1d. more than the cost of the seventh Election. I append a table showing the total expense incurred in each county, and the relative cost per head of the population for the last three Elections. I also append a table showing the expenses incident to the three last elections in the eight principal towns.

Salaries of Officers.—The Expenditure under this head amounts to £50,961, 19s. 1d., being an increase of £830, 9s. 10d. on the sum paid during the year 1892–93.

The Salaries of Teachers amount to £975,684, 17s., being an

increase of £32,678, 17s. 9d. on the amount paid during the previous year, which amounted to £943,005, 19s. 3d. In addition to the above sum, considerable amounts were paid over to teachers out of the Grants received towards Technical and Secondary Education, and are included under the heads of expenditure applicable thereto, and afterwards dealt with.

Purchase of Land and Erection, Enlargement or Alteration of School Buildings.—The amount under this head is £293,841, 7s. 5d., which added to the sum expended during the twenty previous years, viz.:—

Sites,	£626,188 17 4	
Erection, &c.,	5,211,730 10 7	
		£5,837,919 7 11
gives a total of	£6,131,760 15 4	

Office Expenses, Books, Rents, &c., Furniture and Repairs, Fuel, &c.—The Expenditure for the year under the above heads amounted to £253,810, 0s. 2d., of which £17,286, 19s. 5d. was expended for the boards, and £236,523, 0s. 9d. for schools.

Legal Expenses and Expenses of Prosecution of Defaulting Parents.—The total under this head amounts to £3,761, 19s. 9d., of which £1,832, 14s. 3d. appears to have been spent on prosecutions of defaulting parents, £729, 16s. 9d. in litigation, and £1,199, 8s. 9d. in connection with erection of buildings, sales of old buildings, &c.

Technical Education.—The sums paid over by school boards under this head during the year amount to £6,458, 9s. 5d., and were expended on the salaries of teachers, the supply of apparatus in connection with the subjects taught, and for light and cleaning and other expenses connected with the classes. Further sums were also expended for the above object, and are included under the headings of Teachers' Salaries, and Books, Apparatus, &c. In some cases the Grants received had not been expended, and were carried forward in the boards' accounts; while in other cases a balance of the grant still remained unexpended as at the date of closing the accounts for the year. In such instances footnotes have been added to the Appendix.

Secondary Education.—The sums paid over under this head amount to £16,639, 10s. 3d., and were expended principally on the salaries of teachers, and the supply of books, &c., applicable to the extended curriculum. The above amount, however, does not represent the total amount expended during the year on account of Secondary Education, as further sums were paid over to teachers, &c., and are included under the Salaries of Teachers, and other heads of the account. In all instances where this occurred I have added a footnote to the Appendix. As in the case of Technical Education, I find that a number of the Grants had not been expended, and had been carried forward owing to the boards

not having been able to complete their contemplated arrangements, while in other cases, when the grant had not been received till a late period of the financial year, a balance remained unexpended as at 15th May. In all of such cases footnotes have also been appended. I find that there has been a considerable addition made during the year to the staff of teachers, an extension of the subjects taught, and an opportunity afforded whereby a larger and wider circle of scholars may avail themselves of the benefits of the new grant, as distributed under the schemes drawn up by Burgh and County Committees, and approved of by the Department.

Other Expenses.—These amount to £32,882, 3s. 6d., of which £7,600, 3s. 5d. was for interest on bank accounts, and £705, 10s. 10d. was incurred in procuring loans. The balance under this head includes the payments under Boundary awards, payments to Higher Class Schools, charges in connection with engaging teachers, travelling, &c.

The Expenditure as detailed above may be divided into six headings, viz.:—(1) Administration, (2) Maintenance of Schools, (3) Capital Charges for Works of a permanent character, (4) Repayment of Loans contracted for Capital Charges, (5) Interest on Loans, (6) Miscellaneous; and the proportion which each bears to the total Expenditure is shown by the following table:—

	£		Per cent.
Administration,	84,521	=	4·42
Maintenance of Schools,	1,240,565	=	64·84
Capital charges for works of a permanent character,	293,841	=	15·36
Repayment of Loans,	127,703	=	6·67
Interest on Loans,	133,673	=	6·99
Miscellaneous (including interest on Bank Accounts),	32,882	=	1·72

If the Expenditure met by Loans, viz., capital charges, were omitted, the comparison upon the ordinary current Expenditure would stand thus:—

	£		Per cent.
Administration	84,521	=	5·22
Maintenance of Schools,	1,240,565	=	76·61
Repayment of Loans,	127,703	=	7·89
Interest on Loans,	133,673	=	8·25
Miscellaneous (including interest on Bank Accounts),	32,882	=	2·03

It thus appears that 5·22 per cent. of the current Expenditure, including the cost of enforcing attendance at school, is incurred in carrying out the provisions of the Education Acts; 16·14 per cent. in providing school accommodation; and 76·61 per cent. in instructing the children.

The sum set down in these tables under the head of 'Repayment of Loans' represents the portion of the money expended on works of a permanent character chargeable on the rates of the year; and the amount included under 'Interest on Loans' is the annual charge on the ratepayers for the privilege of spreading the cost of works of a permanent character over a series of years, in place of defraying it out of the rates when it is incurred.

The total Expenditure for the year, viz., £1,913,184, 19s. 3d., was met by:—

	£	Per cent.
Rates,	649,771	= 33·9
Grants, School Fees, &c.,	973,497	= 50·9
Loans,	282,703	= 14·8
Interim Balances overdrawn,	7,214	= 0·4

The Expenditure on the maintenance of Schools, viz. £1,240,565, may be said to be defrayed from the following sources:—

	£	Per cent.
Rates,	283,990	= 22·9
Grants,	592,428	= 47·8
Fees, and Books sold to Children, Grants in Relief of Fees &c.,	340,166	= 27·4
Other sources of School Income,	23,981	= 1·9

Liabilities.

The Liabilities at Whitsunday 1894 (exclusive of loans outstanding) amounted to £109,071, 11s., an increase of £20,557, 1s. 7d. on those of the previous year.

The items are as follows, viz.:—

Balances overdrawn,	£100,738	16	4
Unpaid Accounts,	7,216	11	2
Salaries of Teachers,	1,065	13	6
Do. of Officers,	50	10	0
	£109,071	11	0

I have again, in the course of my examination of the Accounts, in cases where the bank accounts of school boards have been found to be overdrawn, communicated with the Treasurers, calling the attention of the board to this matter, and requesting that steps should be taken at once, either to have the overdraft paid or arrangements made to reduce it gradually year by year, in order that the rates might be relieved of the burden of bank interest.

At 15th May 1894 the balances stood thus:—

Balances in hand, p. Abstract,	£101,977	2	6
Less overdrawn Balances,	100,738	16	4
	£1,238	6	2

I find the Liabilities of school boards in respect of loans outstanding were:—

At 15th May 1892.	At 15th May 1893.	At 15th May 1894.
£	£	£
3,548,559	3,655,491	3,806,214

I append a Summary of the Abstract, showing the total amount of Income, Expenditure, and Liabilities in each county as returned in the Accounts.

I have also the honour to submit, appended hereto, an Abstract of the Accounts of the Higher Class Public Schools for the year ending 15th May 1894.

The number of these schools is 24, being an increase of 3 on the number in the last Abstract.

Their total Income during the year was £63,017, 7s. 9d., and their total Expenditure amounted to £63,647, 2s. 10d.

I have the honour to be,

SIR,

Your most obedient Servant,

DAVID F. OCHTERLONY,
Accountant.

ABSTRACTS.

SCHOOL BOARDS'. . . .

II. General Abstract of Statements of Income, Expenditure, and

(Published under Section 51 of the

Combination Schools (under Section 42 of the Education

INCOME.

(B.) Burgh.

School Board and County.	Balance in hand on 15th May 1895.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation Customs and Excise Act, 1890
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN							
Aberdeen (B.)	...	3,921 15 9	8,434 16 0	15,519 6 11	...	1,240 3 8	..
Aberdour	...	...	156 12 0	273 15 4	22 7 3	...	...
Aboyne and Glentanner	...	...	108 12 0	169 14 10	...	...	...
Alford	54 0 0	...	144 12 0	...	...	12 10 0	...
Ardallie	37 19 5	1 10 4	80 8 0	109 10 9	...	...	6 0 0
Auchindoir and Kearn	544 19 1	...	110 8 0	184 6 6	18 9 6	...	...
Auchterless	..	..	156 0 0	247 18 3	...	...	...
Belhelvie	...	...	137 8 0	207 12 5	...	...	...
Birse		...	89 8 0	132 13 9	...	...	...
Bourtie	...	...	16 4 0	38 9 6	...	...	...
Cairney	52 19 4	...	138 16 0	217 14 0	...	...	...
Chapel-of-Garioch	94 15 5	...	151 4 0	233 4 0	...	...	...
Cluny	100 15 7	...	46 4 0	72 12 0	...	...	...
Coull	...	...	40 16 0	70 4 6	3 0 0	...	...
Crathie and Braemar	211 2 9	1 3 9	21 0 0	41 3 6	...	...	...
Crimond	43 17 2	14 17 3	69 0 0	137 13 6	...	7 15 0	...
Cruden	...	...	66 12 0	113 19 0	...	...	...
Cushnie	13 11 5	...	286 4 0	438 10 4	...	...	...
Daviot	116 4 8	...	48 12 0	76 3 0	...	...	...
Drumblade	377 7 5	...	48 12 0	77 2 6	...	...	...
Drumoak	...	...	60 0 0	96 0 0	...	...	...
Dyce	6 17 8	29 13 1	70 4 0	113 15 6	...	...	...
Echt	31 11 11	...	121 4 0	228 14 6	...	...	...
Ellon	...	8 7 0	93 12 0	145 11 6	..	...	...
Fintray	102 1 1	...	303 4 0	504 3 0	...	12 4 0	...
			80 8 0	127 0	...	...	...
Fraserburgh	...	...	115 16 0	196 7 6	..	5 7 6	...
Fyvie	...	...	246 12 0	408 12 6	..	14 0 0	25 19 6
Gartly	9 15 7	...	510 12 0	865 9 0	...	35 15 0	...
Glass	154 9 1	...	736 4 0	512 18 1	...	8 13 6	...
Glenbucket	48 16 6	...	43 16 0	94 0 6	...	...	...
Glengarden	...	...	94 16 0	174 6 6	1 11 6	...	...
Glenmuick and Tullich		0 3 6	23 0 0	74 14 6	...	...	...
Glenmuick and Tullich	...	...	10 16 0	33 4 6	...	...	...
	26 16 8	5 14 5	178 8 0	318 17 0	...	...	...
Huntly	461 9 9	32 5 10	464 8 0	746 19 0	...	21 13 6	...
Insch	166 7 8	...	180 0 0	273 15 1	...	...	...
Inverurie	...	...	236 8 0	367 17 6	...	...	...
Keig	...	...	66 0 0	107 7 6	...	...	...
Keithhall and Kinkell		...	43 4 0	74 14 6	...	...	...
Kemnay	28 1 11	...	178 4 0	264 4 0	38 16 0	...	...

ACCOUNTS.

Liabilities of School Boards for the Year ended the 15th May 1894.

Education (Scotland) Act, 1872.)

(Scotland) Act, 1872) are printed in *italics*.

INCOME.

L.) Landward.

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	17,329 17 11	9½	13,826 7 6	...	34 4 4	17 2 6	...	*454 8 1	60,778 0 8	5,190 17 6
...	331 3 1	1/	...	38 17 1	...	...	...	1 13 0	824 7 9	231 11 11
...	324 11 11	6½	...	57 11 1	...	...	...	...	680 9 10	24 16 2
...	206 13 7	6	...	48 3 1	...	...	...	14 0 0	479 18 8	219 5 0
3 0 0	196 9 0	8	...	28 12 7	...	...	...	...	459 10 1	118 19 7
...	150 0 0	7½	...	23 2 6	...	...	7 8 0	4 0 0	1,042 13 7	...
...	314 11 0	7	...	26 13 10	...	...	...	...	745 3 1	7 7 6
...	362 0 7	7	650 0 0	...	...	...	...	...	1,357 1 0	129 1 1
...	245 5 7	8	...	68 12 8	...	...	...	3 10 0	539 10 0	54 0 8
...	88 6 11	4	...	...	...	...	...	0 5 0	143 5 5	3 1 9
...	356 1 9	1/1	...	...	...	...	...	10 2 6	770 13 7	...
3 0 0	427 4 8	9	...	...	...	...	...	...	909 8 1	...
...	80 3 5	6	...	...	...	...	...	0 13 0	300 8 0	...
...	164 12 1	6	...	47 15 9	...	...	...	...	326 8 4	25 12 5
...	73 5 9	8	...	19 15 6	...	...	...	2 14 9	157 19 6	60 2 11
...	391 19 9	5	...	29 6 3	...	...	...	45 0 0	893 1 0	...
...	211 12 0	5	...	38 16 6	...	...	...	2 6 6	392 0 5	...
...	479 13 9	9	...	49 10 4	21 0 0	...	...	...	1,274 18 5	661 8 2
...	148 12 10	7	...	...	...	...	...	1 10 0	288 9 3	7 3 10
...	104 2 11	4½	...	50 4 7	...	...	0 14 11	...	397 1 7	...
...	145 0 0	4½	...	36 16 2	...	...	...	11 2 3	729 5 10	...
...	225 18 5	7½	...	26 11 9	...	...	...	...	436 9 2	4 1 8
3 0 0	220 0 0	8	...	28 7 8	...	...	...	15 4 2	653 1 1	32 14 6
...	209 2 6	8	...	50 4 0	...	...	...	...	530 1 11	...
...	700 1 7	10	...	29 6 3	...	...	4 3 3	†324 0 0	1,885 9 1	...
3 0 0	221 4 6	8	...	20 9 0	...	...	...	0 2 0	554 13 7	...
...	241 6 3	7½	...	26 11 9	...	...	0 6 10	10 0 0	595 15 10	71 5 0
...	400 0 0	7	...	7 15 6	...	...	...	0 19 4	1,103 18 10	130 17 7
...	850 0 0	6	...	50 13 0	...	...	...	8 9 0	2,330 13 7	...
...	572 3 2	7½	...	72 1 11	...	...	...	...	1,555 9 9	...
...	185 6 8	8	...	39 10 0	...	...	...	8 5 9	414 15 5	...
...	194 3 0	1/	...	35 8 5	11 0 0	...	...	1 8 5	512 13 10	114 4 4
...	120 0 0	1/5	...	42 3 4	9 5 10	...	...	4 1 6	283 8 3	13 10 5
...	76 8 8	4	...	...	...	...	...	...	120 9 2	32 4 8
...	301 9 0	5	...	...	...	...	3 0 8	24 3 5	856 9 2	...
...	335 2 6	6	...	188 17 1	...	...	7 5 5	0 15 9	2,258 16 10	...
...	162 13 4	5	...	37 17 5	108 13 4	...	...	...	869 4 10	...
...	308 7 8	7½	...	60 2 6	...	...	...	5 10 0	978 5 8	75 9 9
...	166 13 4	9	...	49 14 5	...	...	...	...	389 15 3	109 15 11
...	147 11 6	5	...	46 2 2	...	...	...	...	311 12 2	7 17 7
...	112 14 7	5	...	30 14 5	...	...	...	...	652 14 11	11 11 3

* Rents, £261, 11s. 8d. Donaldson Fund, £125. M'Knight's Mortification, £65, 19s. 5d.
† Price of old Buildings.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1898	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department	Grants from County Councils, &c., for Technical Education under Local Taxation (Customs and Excise) Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen—*contd.*							
Kennethmont	...	...	67 16 0	110 8 0	...	...	...
Kildrummy	...	...	55 4 0	105 5 0	...	...	...
Kincardine O'Neil	204 13 7	...	159 12 0	284 15 3	...	...	3 15 0
King Edward	162 9 7	...	70 4 0	121 12 8	...	...	...
Kininmonth	...	...	65 8 0	115 12 6	...	...	...
Kinnellar	...	...	45 0 0	61 2 0	...	...	...
Kintore (including B.)	102 12 5	...	258 12 0	499 1 4	...	...	4 0 0
Leochel-Cushnie	...	...	93 12 0	146 11 6	...	...	...
Cairncoullie (Comb.)	...	...	22 8 0	51 12 6	...	1 16 0	...
Craigievar (Comb.)	...	...	48 12 0	74 9 0	...	...	...
Leslie	39 11 3	...	39 12 0	60 1 0	...	...	...
Logie-Buchan	...	...	87 4 0	108 10 6	...	...	...
Logie-Coldstone	46 4 5	...	72 0 0	113 6 0	...	...	2 0 0
Longside	444 6 1	...	295 16 0	457 15 6	...	...	...
Lonmay	...	4 13 8	196 16 0	330 5 0	...	...	...
Lumphanan	...	...	89 12 0	108 11 6	...	...	...
Meldrum	87 0 2	...	203 8 0	317 11 6	...	...	...
Methlick	30 3 7	...	162 0 0	278 13 10	...	...	...
Midmar	121 1 5	0 15 0	78 0 0	124 1 0	...	...	...
Millbrex	48 7 6	...	59 8 0	99 13 0	...	4 12 0	...
Monquhitter	21 12 7	...	185 8 0	301 7 6	...	...	...
Monymusk	259 11 2	...	103 4 0	168 13 6	...	...	...
New Byth	...	...	156 0 0	243 12 3	41 11 10	...	...
New Deer	228 10 0	6 8 2	269 12 0	505 19 0	...	...	...
Nowhills	130 5 4	12 10 4	492 0 0	780 9 6	...	...	5 0 0
New Machar	...	3 8 0	184 4 0	286 6 6	...	...	...
New Pitsligo	316 7 8	...	194 16 0	285 14 0	...	...	...
Old Deer	104 17 11	27 5 6	388 4 0	589 7 9	...	...	...
Old Machar	834 10 4	274 18 4	1,040 8 0	1,722 17 7	...	91 19 6	...
Oyne	37 14 3	...	66 0 0	127 7 0	...	...	2 0 0
Peterculter	89 5 5	...	151 16 0	219 5 4	...	...	3 0 0
Peterhead (B.)	...	74 11 6	861 0 0	1,443 18 5	...	72 16 6	...
Peterhead (L.)	...	...	316 16 0	462 12 6	...	19 16 6	...
Pitsligo	43 10 1	...	250 4 0	389 3 6	64 19 0	...	...
Premnay	41 8 8	...	61 16 0	100 13 6	...	...	...
Rathen	...	...	137 4 0	207 15 6	...	...	...
Rayne	18 11 0	...	115 16 0	181 16 0	...	...	...
Rhynie	55 9 1	28 16 2	156 0 0	248 2 7	42 4 0	...	...
St Issams	8 19 10	...	126 12 0	206 11 6	...	...	...
Savoch	...	...	141 12 0	239 9 6	...	...	...
Skene	...	...	130 4 0	214 12 6	...	...	...
Slains	0 13 10	...	114 12 0	193 19 0	...	...	...
Strathdon	45 15 5	...	108 0 0	213 10 0	...	...	...
Strichen	...	...	141 0 0	236 2 6	...	...	...
Tarland and Migvie	105 16 5	...	75 0 0	121 15 6	...	...	...
Tarves	318 15 1	...	130 4 0	150 9 6	...	...	...
Tough	...	...	58 16 0	93 1 6	...	...	...
Towie	5 17 11	...	47 8 0	70 16 6	...	...	...
Tullynessle and Forbes	1 10 5	...	80 8 0	139 6 0	...	...	...
Turriff	...	...	433 4 0	691 0 11	...	...	...
Tyrie	15 13 10	...	58 8 0	82 12 0	...	...	...
Udny	46 11 10	0 13 6	119 8 0	...	...	...	...
Ythan Wells	43 2 2	...	81 12 0	127 9 0	...	...	3 0 0
Total of Aberdeen	6,690 1 2	4,448 8 1	23,022 4 0	38,757 6 7	352 19 1	1340 2 8	61 12 6

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	189 19 4	8	...	20 9 1	...	...	...	...	388 12 5	39 16 9
...	104 6 10	6	...	34 1 8	...	...	...	...	298 15 6	20 16 3
...	437 16 5	8	...	28 12 6	...	...	...	...	1,069 2 9	...
...	261 12 11	9	...	58 17 11	...	...	...	5 0 0	679 17 1	...
6 0 0	159 0 10	10	...	32 0 9	...	...	...	...	378 2 1	...
...	116 0 1	6	...	45 8 7	...	0 15 0	...	...	268 5 8	12 18 8
9 0 0	370 11 9	9	...	52 4 11	...	...	...	...	1,206 2 5	94 6 11
...	451 6 2	1/	...	20 9 1	...	...	...	21 17 6	733 16 3	318 15 4
...	...	...	...	...	59 13 1	...	...	...	145 9 7	60 6 8
...	...	...	...	...	122 16 10	...	...	...	245 17 10	118 6 0
3 0 0	92 3 9	8	...	45 18 11	...	...	...	...	280 6 11	...
...	222 18 4	10	...	30 16 0	...	...	...	...	444 8 10	...
...	170 0 0	7	...	26 19 7	7 4 0	...	1 11 0	...	439 7 0	...
3 0 0	391 4 4	6	...	61 18 8	...	...	1 17 3	...	1,655 17 10	...
6 0 0	402 18 8	1/	...	42 18 6	...	...	...	8 17 2	992 9 0	130 7 3
...	234 14 10	10	...	42 14 1	...	...	...	...	455 12 5	84 18 2
...	331 15 10	8	...	28 12 7	...	...	2 7 11	5 10 0	976 6 0	...
...	292 14 10	7	...	33 8 0	...	...	...	14 19 8	811 19 11	...
3 0 0	176 6 3	6½	...	...	...	...	...	...	503 3 6	...
...	153 5 8	7	...	...	...	...	...	...	365 6 2	...
...	255 6 2	6½	...	49 4 7	...	...	...	...	812 18 10	2 10 9
5 19 6	126 3 10	5	...	26 14 6	3 11 6	...	...	...	693 18 0	...
...	236 2 8	10	...	...	...	...	...	9 4 1	686 10 10	89 9 11
...	598 2 3	8	...	82 13 9	48 6 9	...	4 9 4	3 2 0	1,906 8 3	81 19 2
...	850 0 0	9	...	68 0 0	24 8 11	...	...	8 2 2	2,370 16 3	...
12 0 0	316 1 9	8	...	32 0 9	69 18 11	...	...	0 19 10	904 19 9	13 14 5
...	142 14 8	5	...	31 7 2	...	...	...	0 4 0	961 3 6	...
89 0 0	550 0 0	7	...	111 17 6	50 3 7	...	...	...	1,903 16 2	190 4 3
...	1,271 18 8	6	...	25 4 7	...	...	...	*55 13 7	5,318 10 7	...
...	135 12 7	7	...	25 10 0	...	2 0 0	...	...	413 3 10	...
...	592 9 2	5	...	31 2 3	...	...	...	...	1,086 18 2	...
150 0 0	1,700 0 0	11	...	...	...	...	...	†532 18 5	4,835 4 10	...
...	650 0 0	10	1,100 0 0	6 0 0	...	0 10 0	...	0 7 3	2,556 2 3	16 9 11
...	220 7 2	7½	...	53 2 1	...	...	...	0 6 3	1,001 12 1	...
...	209 19 3	1/	...	...	...	...	...	...	413 17 5	...
...	392 3 1	10½	...	57 8 6	...	...	...	3 14 11	948 6 0	94 1 2
...	238 0 1	7	...	38 17 1	...	...	...	0 2 6	593 2 8	0 6 8
...	123 14 2	8½	...	49 0 2	12 10 0	...	...	...	715 18 2	...
...	227 1 9	7	...	34 1 8	...	...	...	3 8 8	606 15 5	...
...	270 9 5	6	...	21 16 4	...	...	...	...	664 7 3	109 11 0
...	343 1 6	8½	...	48 15 4	...	...	...	...	750 12 10	32 14 11
...	213 8 6	8	...	29 6 3	...	...	...	...	540 18 7	6 19 6
...	356 2 10	9	...	45 3 4	...	...	...	...	771 11 7	...
53 0 0	340 9 0	7	...	33 3 7	...	...	...	...	795 15 1	221 11 7
...	75 0 0	4	...	28 12 7	...	...	2 3 8	...	408 8 2	...
...	400 0 0	6½	...	58 4 5	...	...	...	15 6 0	1,132 18 6	...
...	170 0 0	9	...	23 3 7	...	...	...	‡187 11 8	532 12 9	...
...	161 7 2	6½	...	54 18 9	...	...	...	0 11 3	340 19 7	...
...	174 19 11	7	...	46 3 4	...	...	...	...	471 7 8	...
...	775 11 2	8½	...	73 0 4	...	...	1 12 8	0 10 0	1,974 19 1	...
...	94 0 0	5½	...	46 12 5	...	...	...	...	291 6 3	4 0 3
...	252 13 1	5	...	27 5 4	...	...	...	11 18 11	458 9 8	10 12 8
...	209 15 8	10	...	29 19 3	...	...	...	...	504 18 1	...
351 19 6	45,018 7 6	...	15,576 7 6	3,300 13 9	582 17 1	20 7 6	37 0 11	1,839 10 3	141,488 18 1	9,091 19 7

* From Aberdeen (B.) under Extension Order, £23, 11s. Rents, &c., £31, 16s. 7d. † Sangster Bequest £500. ‡ Sale of Old Buildings, £174, 12s. 8d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL.							
MAINLAND.							
Acharacle	...	2 17 5	67 4 0	176 4 4	...	...	...
Ardchattan and Muckairn	...	...	71 8 0	191 12 1	...	0 14 0	...
Achateen (Comb.)	...	...	45 0 0	95 12 6	...	...	...
Taynuilt (Comb.)	...	...	43 16 0	94 15 6	...	...	...
Ardnamurchan	...	1 16 8	100 16 0	251 7 6	...	...	15 18 6
Campbeltown (B.)	...	300 8 5	794 8 0	1,487 17 0	...	184 15 0	...
Campbeltown (L.)	75 10 5	1 4 0	132 0 0	301 1 6	...	...	...
Craignish	...	...	12 12 0	36 15 4	...	...	10 0 0
Cumlodden	8 10 5	...	36 0 0	70 14 6	...	...	15 0 0
Dunoon and Kilmun	...	91 9 5	534 1 0	1,238 14 6	...	49 11 0	150 0 0
Glassary	35 9 9	0 14 9	130 4 0	269 9 9	...	...	...
Glenaray and Inveraray	...	16 1 2	96 0 0	197 17 6	...	...	...
Glenorchy	...	...	53 16 0	175 10 6	...	2 8 0	...
Inverchaolain	...	...	18 0 0	64 9 0	...	...	...
Kilbrandon and Kilchattan	...	...	102 0 0	254 14 6	...	23 18 0	20 0 0
Kilcalmonell	...	...	48 12 0	110 9 6	...	...	...
Kilchrenan and Dalavich	...	...	43 16 0	125 19 0	...	...	...
Kilfinan	90 19 9	0 8 9	189 12 0	419 16 6	...	10 19 6	28 14 10
Killean and Kilchenzie	...	...	114 12 0	302 9 6	...	...	...
Kilmartin	...	...	55 16 0	116 3 0	...	...	5 0 0
Kilmodan	...	...	30 0 0	81 15 6	...	...	...
Kilmore and Kilbride	...	...	31 4 0	109 10 0	...	...	...
Kilninver and Kilmelford	47 16 2	...	31 4 0	88 11 0	...	...	...
Lismore and Appin	205 19 7	...	193 16 0	506 12 6	...	1 3 0	...
Lochgilphead	288 19 0	16 14 9	288 0 0	712 3 0	...	14 16 6	55 0 0
Lochgoilhead	14 7 6	1 1 6	45 12 0	101 1 0	...	1 0 0	...
Morven	43 6 5	...	52 4 0	168 19 0	...	0 12 0	...
North Knapdale	...	...	69 0 0	194 19 6	...	...	...
Oban (B.)	...	37 0 0	385 4 0	703 0 0	...	12 0	154 15 4
Saddell and Skipness	...	...	119 8 0	259 19 0	...	...	10 0 0
Southend	...	...	57 0 0	152 3 0	...	...	...
South Knapdale	...	...	49 4 0	156 2 5	...	...	...
Stralachlan and Strachur	...	...	70 16 0	191 12 0	...	...	10 0 0
Strontian	73 6 1	...	58 4 0	149 2 6	...	...	...
Tarbert	...	22 0 0	275 8 0	718 7 6	...	19 0 0	40 0 0
ISLAND.							
Coll	...	...	42 0 0	125 12 4	...	...	...
Colonsay and Oronsay	6 6 3	...	30 12 0	79 4 6	...	...	...
Gigha and Cara	10 10 11	...	27 4 0	79 10 0	...	...	...
Jura	41 17 7	...	59 4 0	165 10 6	...	...	...
Kilchoman	...	...	234 0 0	481 2 0	...	...	14 4 6
Kildalton	37 7 5	...	177 0 0	418 15 0	...	...	20 0 0
Kilfinichen and Kilvicheon	151 19 11	...	149 8 0	328 3 4	16 14 0	...	...
Kilarrow and Kilmeny	13 11 1	...	220 4 0	509 10 0	...	...	17 8 5
Kilmanian and Kilmore	...	...	190 16 0	480 18 8	...	11 10 6	64 4 10
Saven	...	...	37 16 0	104 16 6	...	...	...
Tiree	39 13 8	...	36 0 0	111 15 0	...	...	...
Tyree	...	5 2 3	216 0 0	480 8 6	64 15 2	...	15 0 0
Total of Argyll	1 185 11 11	493 10 1	5,981 1 0	13,630 16 9	81 9 2	356 19 6	643 15 9

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	240 15 8	11	...	...	...	...	...	34 0 0	521 1 5	217 17 2
3 18 5	703 16 7	10	1,120 0 0	...	...	...	2 2 2	...	2,103 11 3	...
...	...	...	...	...	65 13 5	...	...	...	206 5 11	...
...	...	...	...	...	70 18 3	...	...	...	209 9 9	73 13 7
...	390 12 8	11	...	...	...	...	...	...	760 11 4	199 1 4
728 2 7	1,400 0 0	11	...	193 1 8	...	3 17 6	...	17 0 0	5,079 10 2	744 16 11
...	380 0 0	5	...	...	...	...	0 9 5	11 0 0	901 5 4	18 3 7
...	57 4 0	5	...	...	...	...	...	...	116 11 4	1 3 6
...	102 19 3	1/2	...	...	...	...	...	...	233 4 2	...
325 6 10	1,920 0 0	7	239 0 0	...	...	...	...	*51 10 10	4,599 13 7	1,173 0 2
...	380 0 0	1/2	...	...	...	...	...	...	815 18 3	...
27 13 8	284 4 1	1/	...	14 14 10	...	...	...	...	686 11 3	50 6 6
23 13 4	400 0 0	7	...	...	...	...	...	...	660 7 10	157 5 5
...	124 14 9	6	...	...	...	...	...	7 10 11	214 14 8	...
47 7 8	450 0 0	1/8½	...	...	...	...	...	...	897 19 2	129 7 5
...	141 4 8	8	...	...	...	...	...	...	300 6 2	343 17 7
...	200 0 0	1/3	...	...	24 5 8	1 5 0	...	6 0 0	401 5 8	19 18 9
...	283 6 1	5	...	...	...	...	...	...	1,023 17 5	...
...	259 16 6	5½	...	...	11 8 6	...	1 18 4	10 4 6	700 9 4	35 19 6
...	140 0 0	6	...	2 15 6	...	...	...	2 11 8	322 15 2	...
...	150 1 6	9	...	...	...	...	...	2 15 6	264 12 6	58 0 1
...	290 0 0	7	...	...	...	...	...	0 12 0	431 6 0	27 3 0
...	212 4 6	11	...	...	...	...	...	...	379 15 8	39 16 8
51 6 8	431 8 3	7	...	...	...	...	...	220 0 0	1,460 6 0	...
82 18 6	152 7 1	4	...	...	...	...	0 6 1	38 18 8	1,650 3 7	...
...	210 0 0	7	...	...	...	...	...	0 7 6	373 9 6	...
...	259 18 5	1/	...	...	...	...	...	...	524 19 10	...
...	400 8 0	1/10	...	...	...	...	...	...	664 7 6	24 7 3
364 16 7	800 0 0	6¾	...	...	...	2 0 0	...	†45 0 0	2,558 7 11	102 3 10
...	416 13 10	1/3	...	...	...	...	...	1 16 8	807 17 6	317 12 2
...	200 0 0	4	...	...	...	...	0 4 9	...	409 7 9	42 4 4
...	350 0 0	1/2	...	...	...	...	...	...	555 6 5	61 1 9
...	377 0 6	1/3	...	...	...	...	...	...	649 8 6	71 8 10
19 14 10	119 13 1	10	...	...	...	...	...	30 0 0	450 0 6	...
92 2 11	123 0 10	4	1,600 0 0	...	...	...	...	4 4 0	2,894 3 3	...
...	160 0 0	1/2	800 0 0	...	...	...	...	...	1,127 12 4	171 5 3
...	74 8 0	6	...	...	...	...	...	...	190 10 9	...
...	46 17 11	5	...	...	...	...	...	17 10 0	191 12 10	11 12 11
...	130 15 3	6	...	...	...	...	...	...	397 7 4	...
...	498 6 4	11	...	...	...	...	...	30 0 0	1,257 12 10	314 3 5
43 8 9	266 2 10	8	...	...	...	...	...	30 0 0	992 14 0	...
...	239 5 6	10	250 0 0	...	1 19 0	...	...	32 0 0	1,169 9 9	...
39 9 9	388 16 9	6	...	...	...	...	...	94 0 0	1,283 0 0	30 7 0
...	450 0 0	1/	...	...	...	...	...	120 8 5	1,297 18 5	156 12 3
...	137 9 4	7	...	...	...	...	...	30 0 0	310 1 10	23 4 10
...	103 9 2	6	...	...	...	...	...	20 0 0	310 17 10	...
71 1 2	373 8 7	1/6	...	...	...	...	...	...	1,225 15 8	...
1,921 1 8	15,270 9 11		4,019 0 0	210 12 0	174 4 10	7 2 6	5 0 9	657 10 8	44,533 15 2	4,615 15 0

* Donation for Technical Education £50. † Rents £20, Donations for Higher Education £25.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1895.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR.							
Alloway and Ayr (L.)	178 1 6	...	87 0 0	144 6 6	...	5 5 6	...
Ardrossan	764 16 1	88 19 5	678 0 0	1,108 0 9	...	26 5 0	...
Auchinleck	...	...	590 8 0	992 15 0	...	31 19 6	...
Ayr (B.)	396 15 7	714 5 10	1,729 16 0	2,911 19 5	...	...	...
Ballantrae	...	...	112 16 0	219 11 6	...	...	3 19 6
Barr	...	...	46 4 0	107 13 6	...	...	4 0 0
Beith	...	31 12 0	508 8 0	898 15 0	...	55 11 0	...
Colmonell	195 1 1	...	148 16 0	262 9 6	...	...	...
Coylton	...	...	253 4 0	419 2 0	...	9 17 6	...
Craigie	102 11 11	...	22 4 0	43 16 6	...	...	...
Crosshill	20 7 0	...	132 0 0	221 3 4	...	12 4 0	...
Dailly	101 19 8	...	139 4 0	237 12 0	...	...	8 0 0
Dalmellington	...	25 16 9	174 0 0	297 19 1	...	11 16 0	...
Dalry	442 11 5	...	437 8 0	771 14 6	...	58 14 0	...
Dalrymple	48 16 6	...	114 12 0	180 3 6	...	2 8 0	...
Dreghorn	169 15 0	60 11 7	400 16 0	630 16 2	...	26 13 0	...
Dundonald	177 11 8	...	402 12 0	638 16 11	...	...	...
Dunlop	35 7 10	...	78 12 0	122 7 6	...	...	...
Fenwick	99 9 6	8 9 8	76 16 0	136 17 6	...	...	...
Galston	...	...	467 8 0	813 15 0	...	...	...
Girvan (B.)	...	4 2 6	281 8 0	510 3 6	73 0 6	152 14 6	17 0 0
Girvan (L.)	...	...	206 8 0	365 11 6	...	...	17 0 0
Irvine (B.)	...	66 5 6	755 8 0	1,192 4 2	...	40 10 0	...
Irvine (L.)	12 15 2	...	83 8 0	146 1 0	...	4 3 6	...
Kilbirnie	...	90 1 10	460 16 0	510 13 9	29 2 6	50 4 6	...
Kilmarnock (B.)	441 1 4	1,615 17 8	2,172 12 0	3,722 11 0	...	552 15 6	340 0 0
Kilmarnock (L.)	80 2 3	...	223 4 0	386 13 10	...	5 18 9	...
Kilmaurs	...	...	416 8 0	668 16 6	...	13 4 6	...
Kilwinning	...	77 19 8	588 4 0	1,760 3 4	...	87 3 0	...
Auchinsiber (Comb.)	...	...	22 8 0	...	...	...	...
Kirkmichael	24 9 3	...	45 0 0	73 5 6	...	...	4 0 0
Kirkoswald	...	3 10 0	154 16 0	269 14 2	...	1 19 0	8 0 0
Largs	14 12 3	...	287 16 0	453 0 0	...	...	...
Loudoun	...	38 10 4	452 8 0	787 10 0	...	28 17 6	...
Mauchline	...	...	253 16 0	447 16 0	...	22 10 0	...
Maybole	403 5 11	11 1 6	717 0 0	1,196 4 1	...	130 7 0	34 0 0
Monkton and Prestwick	261 3 1	...	160 4 0	297 15 6	...	...	...
Muirkirk	...	40 14 0	529 16 0	860 6 0	...	59 13 0	...
New Cumnock	547 16 7	...	413 8 0	614 19 0	...	33 6 0	...
Ochiltree	373 10 9	...	153 12 0	272 13 6	...	...	...
Old Cumnock	373 1 2	...	320 12 0	550 4 5	...	...	...
Riccarton	...	0 3 7	297 12 0	600 3 2	...	13 11 2	...
St. Quivox	104 17 11	...	104 8 0	179 17 6	...	...	...
Sorn	...	...	315 12 0	486 3 0	...	6 5 0	...
Stair	19 6 5	...	110 8 0	196 19 0	...	...	...
Stevenston	...	...	571 4 0	997 9 6	147 13 9	80 5 6	...
Stewarton	83 1 16	...	268 0 0	509 10 8	...	...	...
Straiton	77 13 5	10 3 0	104 8 0	189 9 6	...	8 0 0	...
Symington	...	0 12 8	30 12 0	126 9 6	...	...	...
Tarbolton	...	...	266 0 0	515 17 5	...	19 18 9	...
West Kilbride	1 6 1	7 15 10	172 4 0	313 12 0	...	16 7 3	...
Total of Ayr	5,562 8 2	2,896 6 1	17,782 4 0	30,657 11 11	269 16 3	1,536 3 3	433 19 6

School Boards for the Year ended the 15th May 1894.—INCOME—*continued*.

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	270 13 3	4	...	...	...	...	1 9 8	...	686 16 5	...
...	950 0 0	4½	950 0 0	...	2 0 0	2 6 2	3 9 5		4,573 16 10	...
...	650 0 0	6	...	...	25 0 0	...	...	2 0 0	2,292 2 6	...
...	2,513 6 6	6	...	...	...	3 5 0	...	*70 4 2	8,339 12 6	392 1 0
...	453 8 8	10	...	20 0 0	...	...	...	...	809 15 8	116 2 4
...	232 12 4	5	...	...	46 18 11	...	...	...	437 7 9	...
...	650 0 0	5½	...	...	...	...	...	†52 1 7	2,191 7 7	154 15 8
8 0 0	500 0 0	5	1,000 0 0	27 11 5	...	...	...	0 2 6	2,142 0 6	...
...	337 11 10	6	...	...	...	...	...	0 4 4	1,018 19 8	18 17 10
...	149 1 6	3½	...	...	...	...	...	...	317 13 11	...
...	171 1 0	6	...	...	...	...	...	...	556 15 4	32 17 8
...	330 0 0	6	...	...	...	...	...	...	816 15 8	...
...	401 15 4	6½	...	...	...	...	...	...	911 7 2	47 14 8
...	700 0 0	3½	...	...	...	...	...	...	2,410 7 11	...
...	230 0 0	4½	...	7 10 0	16 4 6	...	...	3 5 0	602 19 6	23 4 8
...	513 2 1	6	...	...	...	...	...	5 10 10	1,807 3 8	...
...	550 0 0	3	...	...	...	...	...	1 12 0	1,770 12 7	...
...	350 0 0	5½	...	...	...	...	...	...	596 7 4	...
...	215 3 0	3½	...	...	...	...	...	1 3 6	537 19 2	...
...	573 17 2	5	...	110 0 0	...	...	...	7 2 6	1,972 2 8	79 3 9
...	225 0 0	6	...	...	...	0 19 0	...	...	1,264 8 0	789 11 11
...	365 0 0	5½	...	27 10 0	...	...	0 6 5	...	981 15 11	59 5 5
...	913 18 7	3	...	...	...	...	2 12 5	...	2,970 18 8	515 15 5
...	212 10 0	4½	...	...	...	...	...	...	459 16 8	...
...	355 10 0	4½	...	...	36 15 7	...	...	12 1 6	1,553 3 11	564 7 0
...	2,210 1 8	7	...	6 6 4	...	...	...	‡114 16 9	11,176 0 3	284 13 6
...	500 0 0	7	...	...	...	...	...	...	1,204 16 1	...
...	550 0 0	6	...	36 0 8	...	...	...	0 1 0	1,683 10 8	66 19 5
...	1,200 0 0	9	...	1 0 4	...	...	...	15 0 0	3,738 2 1	309 3 3
...	...	...	...	...	118 17 9	...	...	...	151 5 9	45 5 0
...	175 12 2	5	...	...	...	...	...	...	332 6 11	...
...	284 14 11	6	...	...	...	...	...	0 9 0	663 3 1	29 19 0
...	900 0 0	6	2,000 0 0	126 2 3	...	...	1 15 11	§511 15 4	4,295 1 9	306 9 7
...	550 0 0	5	2,500 0 0	...	...	...	...	‖114 10 6	4,471 16 4	670 9 10
...	400 0 0	6½	...	40 0 0	...	...	...	...	1,164 4 0	...
...	813 16 7	6	...	...	...	...	...	9 5 1	3,305 0 2	...
...	270 0 0	4	...	...	...	...	...	11 9 6	960 12 1	...
...	925 1 9	8½	...	...	...	...	...	24 7 2	2,439 13 3	130 1 10
...	600 0 0	4⅝	...	...	...	...	...	7 16 4	2,217 6 11	...
...	300 0 0	4½	...	5 19 9	...	...	...	10 0 0	1,115 16 0	...
...	800 0 0	9	...	...	...	1 10 0	2 0 10	10 0 0	2,227 8 5	...
...	468 18 8	5	500 0 0	15 16 4	...	...	...	11 10 6	1,915 15 6	227 0 4
...	234 12 4	5	...	...	...	...	...	0 10 0	624 5 3	0 0 10
...	327 13 9	4	...	31 0 4	...	...	...	¶103 14 2	1,279 11 3	873 3 6
...	96 19 8	2	...	...	...	...	...	0 13 0	423 6 1	...
...	612 11 8	7	...	...	...	5 0 0	...	15 5 0	2,319 8 11	292 16 7
...	550 0 0	5½	...	...	...	...	4 2 3	2 10 6	1,467 5 3	...
...	294 0 0	6	...	...	7 6 0	...	...	0 10 0	691 9 11	...
...	169 11 6	8	...	...	...	...	...	...	336 5 2	24 6 2
...	392 8 1	4½	...	...	...	...	...	7 3 0	1,601 7 3	...
...	300 0 0	3½	...	...	...	...	0 17 7	**225 0 0	1,037 2 9	...
8 0 0	26,739 14 0	...	6,950 0 0	454 17 5	251 2 9	12 14 0	15 11 3	1,354 19 6	94,866 8 7	6,054 6 3

* Rents, £54.
† Rents, £49. 8s. 6d.
‡ Rents, £47. 14s. 2.
§ Sale of School, £500.
‖ From Educational Trust, £100.
¶ Parochial Board under Local, Taxation &c., Act, 1892, £94, 13s. 1d.
** Sale of old Buildings.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.							
Aberlour	...	13 2 0	152 8 0	570 8 0	...	...	9 0 0
Alvah	...	...	106 4 0	344 9 0	...	...	
Banff (B.)	...	115 13 2	372 0 0	694 14 10	110 7 1	...	
Banff (L.)	108 2 5	...	66 8 0	...	...	...	
Boharm	3 16 9	...	109 4 0	41 14 0	...	...	
Botriphnie	188 18 11	...	48 0 0	89 9 0	...	...	14 0 0
Boyndie	106 4 8	...	222 0 0	345 16 6	43 18 6	...	
Cabrach	86 5 11	...	47 8 0	67 5 0	...	...	
Cullen	...	...	261 0 0	447 2 6	87 11 6	14 11 8	
Duskford	47 15 5	...	65 8 0	130 11 6	...	...	
Enzie	105 11 1	...	229 16 0	382 12 0	73 9 4	7 1 6	
Fordyce	...	...	469 4 0	804 9 6	89 10 8	23 17 0	
Forglen	80 4 4	...	69 12 0	121 1 6	...	...	
Gamrie	...	93 14 9	661 0 0	1,053 11 0	146 12 1	35 17 6	9 0 0
Glenrinnes	127 17 6	...	39 12 0	...	8 7 10	...	
Grange	86 0 4	...	139 16 0	210 1 5	...	...	
Inveravon	...	...	159 12 0	254 2 6	...	...	
Inverkeithny	...	1 0 3	69 0 0	100 12 6	...	...	
Keith	596 9 9	42 17 6	671 8 0	1,133 3 8	145 12 9	69 14 6	
Kirkmichael	...	...	39 12 0	111 14 6	...	...	
Marnoch	94 4 10	...	245 16 0	438 0 6	...	...	
Mortlach	122 1 0	...	246 0 0	190 1 6	43 9 1	19 15 0	
Ordiquhill	21 13 6	...	42 12 0	70 15 0	...	...	
Rathven	745 3 10	...	850 4 0	1,295 19 8	255 5 3	41 8 0	
Rothiemay	286 9 2	...	140 8 0	267 6 6	22 6 8	...	9 0 0
Total of Banff	2,655 18 2	266 7 2	5,544 12 0	9,094 13 1	995 10 6	212 4 8	41 0 0
BERWICK.							
Abbey St Bathans	27 3 1	2 6 4	25 16 0	55 8 0	...	...	
Ayton	...	...	145 4 0	215 7 6	...	...	
Bunkle and Preston	115 5 3	...	34 16 0	59 10 0	...	...	
Channelkirk	41 9 6	...	53 8 0	83 2 6	...	...	
Chirnside	...	21 0 5	150 12 0	251 4 5	...	...	
Cockburnspath	...	...	69 13 0	111 13 6	...	...	
Coldingham	727 14 7	...	277 16 0	445 11 6	...	...	
Coldstream	76 0 6	...	130 0 0	203 8 0	...	...	
Cranshaws	...	...	12 12 0	25 6 6	...	...	
Duns	19 13 3	20 10 5	214 16 0	365 2 0	...	...	
Earlston	34 11 3	...	137 8 0	237 10 6	...	...	
Eccles	66 11 7	...	130 16 0	215 3 0	...	...	
Edrom	31 11 0	3 17 6	96 12 0	148 4 0	...	...	
Eyemouth	70 17 2	...	264 8 0	414 15 0	69 4 8	13 1 6	
Fogo	...	...	39 0 0	67 5 6	...	...	
Fouldon	13 15 0	...	24 8 0	41 2 0	...	...	
Gordon	67 2 2	...	96 12 0	233 14 0	...	...	24 0 0
Greenlaw	43 9 10	...	87 12 0	137 16 6	...	...	
Hume and Stitchell	64 18 11	...	71 8 0	122 4 0	...	...	
Hutton	23 2 8	...	97 16 0	178 2 0	...	...	
Ladykirk	5 17 3	1 0 0	87 4 0	71 14 0	...	...	
Langton	8 13 2	7 17 11	45 12 0	66 2 0	...	...	
Lauder	173 3 4	...	130 4 0	258 14 0	...	...	
Legerwood	100 5 1	...	63 0 0	81 15 0	...	...	
Longformacus	4 5 3	...	*	...	...	...	
Merton	60 13 5	...	43 12 0	77 16 0	...	...	
Mordington	76 0 4	...	72 16 0	84 13 6	...	...	
Nenthorn	4 12 7	...	26 4 0	39 13 0	...	...	

* Not received until after 15th May

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	230 0 0	7	...	38 17 0	...	...	...	5 0 0	1,018 15 0	...
...	330 0 0	8½	930 0 0	33 1 2	...	...	...	10 15 0	1,654 9 2	...
...	300 0 0	7	...	111 7 5	...	...	...	*232 10 3	1,936 12 9	403 5 1
...	198 19 0	6½	...	...	...	...	...	...	375 9 5	103 19 6
...	356 0 0	1/	...	[26 0 0	...	...	...	0 11 0	537 5 9	131 2 8
...	160 0 0	8	...	32 14 5	6 13 1	...	...	...	539 15 5	...
...	300 0 0	10	...	35 6 8	...	...	...	...	1,053 6 1	...
...	145 0 0	1/	...	...	...	...	...	0 7 7	346 6 6	...
...	300 0 0	1/4	...	34 18 0	...	5 10 0	...	6 3 0	1,15[illegible] 1[illegible] 8	145 18 5
...	199 8 4	1/	...	29 2 1	...	...	...	1 5 0	463 10 4	...
...	291 13 10	9	...	32 14 5	...	...	...	...	1,122 17 8	...
...	950 0 0	1/1	...	177 14 2	...	...	...	†72 10 4	2,555 16 5	30 6 0
...	187 1 5	10	...	23 17 3	...	...	0 4 11	...	491 1 5	...
...	635 1 1	8	...	31 11 8	...	...	...	4 9 2	2,690 17 3	351 5 6
...	63 4 2	11	...	38 8 1	...	...	1 10 11	...	274 0 6	...
...	335 10 2	10	...	28 13 1	...	...	...	1 10 0	801 11 0	...
...	400 0 0	1/	...	74 15 5	...	...	...	...	92[illegible] 9 11	...
...	170 0 0	8½	...	31 5 0	...	...	...	...	371 17 9	20 11 5
...	550 0 0	6	240 0 0	55 19 2	...	...	...	...	3,417 4 10	...
...	150 0 0	6	...	35 3 2	...	...	...	30 4 11	3[illegible] 14 7	49 8 7
...	450 0 0	10½	...	...	42 16 9	...	...	0 15 0	1,241 13 1	39 6 10
...	280 0 0	7	...	38 12 4	...	...	...	1 0 0	870 18 11	247 4 9
...	125 0 0	8½	...	...	...	...	...	1 16 8	261 16 2	...
...	925 0 0	10½	...	82 0 0	...	1 10 0	...	‡235 0 5	4,438 11 2	...
...	140 0 0	9	...	30 10 8	...	...	...	4 0 6	929 1 6	...
...	8,171 18 0	...	1,170 0 0	1,026 11 2	49 9 10	7 0 0	1 15 10	607 18 10	29,844 19 3	1,522 8 9
...	86 0 3	9	...	1 1 10	...	...	...	3 10 0	211 5 6	...
...	280 0 0	5	...	...	...	...	...	3 8 5	643 19 11	20 7 2
...	103 0 9	3	...	...	...	...	...	...	312 12 0	3 15 11
...	130 0 0	6	...	...	...	...	...	...	308 0 0	...
...	175 0 0	4½	...	...	...	...	...	17 0 3	614 17 4	132 14 1
...	135 0 0	5	...	...	...	...	...	...	366 5 6	20 17 9
...	900 0 0	8½	...	...	...	...	...	...	2,351 2 1	269 0 7
...	400 0 0	6	...	...	...	...	...	...	959 8 6	...
...	67 19 6	8	...	...	2 10 0	...	...	6 19 0	125 7 0	3 0 6
...	600 0 0	7½	...	...	...	...	...	3 10 1	1,223 12 9	23 2 4
...	234 6 4	5	...	...	14 16 0	...	...	6 8 1	665 0 7	6 2 8
...	279 14 2	3½	...	...	...	...	...	§31 6 6	723 11 3	79 13 2
...	371 13 10	6	...	...	...	...	...	5 0 0	656 17 10	16 11 7
...	120 0 0	4½	...	...	...	...	...	17 14 5	990 0 9	5 3 8
...	147 1 1	7	...	...	...	...	...	...	253 6 7	...
...	73 1 3	4½	...	...	...	...	...	13 6 6	166 12 9	...
...	130 0 0	3½	...	...	...	...	...	8 5 3	659 13 5	...
...	220 0 0	5	...	...	...	...	...	8 10 9	496 9 1	...
...	153 9 0	6	...	...	...	...	...	...	413 19 11	...
...	189 9 11	6	...	...	...	...	...	...	458 11 7	...
...	119 3 5	6	...	...	...	...	...	1 16 6	236 15 2	...
...	152 17 10	6½	...	0 4 4	...	...	...	1 0 0	282 7 4	...
...	380 0 0	6	...	...	...	...	...	5 5 7	946 6 11	...
...	50 0 0	2½	...	...	...	...	...	...	295 0 1	...
...	85 0 0	4½	...	...	...	...	...	...	89 8 3	...
...	76 11 11	2½	...	...	...	...	...	...	266 13 4	...
...	70 0 0	4½	...	...	...	...	...	...	225 9 10	...
...	80 0 0	5½	...	...	...	...	...	...	165 8 7	0 2 8

* From Educational Trust, £220, 9s. 10d. † Rents, £70. ‡ Donation for Erection, &c., £201. § In relief of Rates, £28, 16s. 5d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department	Grants from County Councils, &c., for Technical Education under Local Taxation (Customs and Excise Act, 1890).
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BERWICK.—*contd.*							
Polwarth	3 11 6	...	17 8 0	43 2 6	...	...	...
Swinton	5 9 4	...	74 8 0	122 3 6	...	...	...
Westruther	...	...	30 0 0	50 19 0	...	...	...
Whitsome	63 9 10	...	55 16 0	88 5 6	...	...	...
Total of Berwick	1947 11 4	56 12 4	2,749 16 0	4,791 8 5	69 4 8	13 1 6	24 0 0
BUTE.							
Cumbrae	1 9 5	32 9 10	125 8 0	192 5 6	...	6 12 6	...
Kilbride	263 19 4	...	95 8 0	171 19 0	...	6 10 0	...
Kilmory	112 1 5	...	147 0 0	300 19 0	...	...	...
Kingarth	14 2 0	...	78 12 0	192 7 0	...	...	...
North Bute and Rothesay (L.)	14 4 4	...	95 8 0	179 2 0	...	...	...
Rothesay (B.)	...	567 18 6	622 4 0	2,410 7 6	...	119 6 0	...
Total of Bute	405 16 6	600 8 4	1,164 0 0	3,447 1 0	...	132 8 6	...
CAITHNESS.							
Bower	...	...	146 8 0	601 10 11	...	3 8 3	...
Canisbay	74 13 7	...	185 8 0	632 3 11	...	5 12 0	...
Dunnet	66 19 4	...	138 0 0	314 3 7	...	...	...
Halkirk	...	...	250 16 0	530 19 6	...	2 4 11	...
Keiss	94 5 4	...	130 4 0	248 13 0	92 16 0	5 5 0	...
Latheron	635 4 11	...	441 13 0	714 2 3	91 10 9	...	...
Olrig	27 14 9	...	97 16 0	238 2 5	...	3 0 0	...
Murkle (Comb.)	...	...	53 8 0	125 16 6	...	...	...
Reay	...	...	92 5 0	74 15 0	...	...	...
Thurso	...	105 10 2	450 12 0	1,054 19 6	...	36 18 0	...
Watten	268 6 6	...	107 3 0	276 12 0	...	2 1 6	...
Wick (B.)	...	...	637 4 0	1,109 7 6	215 2 9	53 19 0	...
Wick (L.)	...	...	420 10 0	882 12 10	...	23 8 6	...
Total of Caithness	1,187 4 5	105 10 3	3,160 12 0	6,703 18 11	399 9 6	134 17 2	...
CLACKMANNAN.							
Alloa (B.)	749 11 2	278 16 7	823 4 0	2,541 4 0	...	97 5 0	...
Alloa (L.)	374 12 6	...	463 4 0	759 2 0	...	...	...
Alva	...	14 4 1	609 0 0	1,097 19 0	...	62 12 6	42 10 0
Clackmannan	79 4 1	...	275 8 0	461 3 0	...	...	...
Dollar	38 15 2	...	124 16 0	205 6 0	...	5 8 0	...
Tillicoultry	219 5 3	67 18 3	530 8 0	972 0 0	...	28 16 6	...
Total of Clackmannan	1,461 8 2	360 18 11	2,826 0 0	6,036 14 0	...	194 2 0	42 10 0
DUMBARTON.							
Arrochar	120 8 7	...	36 12 0	75 12 6	...	...	...
Bonhill	...	41 6 9	1,072 16 0	1,928 19 4	120 6 1	61 15 6	10 0 0
Cardross	...	15 0 0	482 8 0	825 12 0	...	24 9 0	...
Cumbernauld	...	...	276 0 0	550 6 6	...	9 4 0	...
Dumbarton (B.)	...	732 11 10	1,480 16 0	2,516 18 2	...	154 11 0	...
Dumbarton (L.)	153 4 10	*	...	...	...	...	...
Kilmaronock	...	3 1 2	45 0 0	76 11 6	...	...	...
Kirkintilloch (B.)	128 8 3	...	771 12 0	1,182 15 1	226 2 6	36 4 6	13 0 0
Lenzie (Comb.)	...	412 12 0	...	181 19 6	...	63 4 0	21 0 0
Kirkintilloch (L.)	...	...	198 12 6	336 8 6	...	10 12 6	...
Condorrat (Comb.)	...	...	90 0 0	145 6 6	...	5 2 6	...
Luss	...	...	31 4 0	49 5 6	...	...	...
New Kilpatrick	69 8 10	9 15 0	661 4 0	895 0 10	...	9 5 6	...
Old Kilpatrick	...	193 5 4	1,302 12 0	2,344 4 2	...	228 17 6	42 0 0
Roseneath	...	...	105 12 0	205 7 0	...	6 11 0	...
Row	285 15 3	330 0 10	614 8 0	1,114 13 9	...	34 18 0	33 0 0
Total of Dumbarton	857 5 9	1,737 12 11	7,171 16 0	12,361 0 11	346 8 7	645 2 0	118 0 0

* No School under the Board.

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	66 9 4	7	...	...	...	...	...	...	130 11 4	3 9 3
...	204 12 3	7	...	...	...	...	...	...	406 13 1	...
...	125 0 0	4½	...	...	...	...	...	...	205 19 0	58 4 4
...	170 0 0	7	...	...	...	...	...	9 16 3	387 7 7	...
...	6,425 10 10	...	...	1 6 2	17 6 0	...	...	142 17 7	16,238 14 10	643 5 8
...	218 0 11	3	...	...	...	...	...	...	576 6 2	40 17 7
...	320 0 0	6	...	...	...	...	2 5 11	...	860 2 3	...
...	380 0 0	6¼	...	...	32 18 7	...	...	...	972 19 0	...
...	365 0 0	9	...	...	...	...	...	8 10 0	658 11 0	68 2 7
...	274 4 7	5	...	...	...	...	...	1 11 6	564 11 5	...
350 0 0	1,030 0 0	4½	...	126 16 10	...	...	...	7 10 0	5,234 2 10	...
350 0 0	2,587 5 6	...	...	126 16 10	32 18 7	...	2 5 11	17 11 6	8,866 12 8	109 0 2
...	276 9 7	8	...	...	17 18 0	...	...	...	1,045 14 9	...
...	300 0 0	1/4	380 0 0	...	...	...	1 6 7	...	1,579 4 1	...
63 0 0	178 10 9	8	...	...	...	...	...	...	660 13 8	...
...	550 0 0	8	...	...	...	...	...	...	1,343 0 5	386 0 11
70 0 0	161 2 11	1/5	...	7 15 0	...	...	...	30 9 0	840 10 3	...
58 19 3	783 0 0	11	...	...	...	...	...	*72 0 0	2,816 10 2	...
67 0 0	248 0 0	8	...	...	...	...	...	...	681 13 2	...
...	...	...	...	...	27 4 6	...	...	...	206 9 0	...
...	310 0 0	9	220 0 0	...	...	...	...	†61 7 10	758 7 10	56 3 8
266 0 0	800 0 0	10	...	93 18 10	...	1 0 0	...	60 0 0	2,867 18 7	230 5 5
58 0 0	132 2 0	6	...	...	...	...	...	1 0 0	845 10 0	...
200 0 0	741 10 0	1/1	...	...	...	0 5 0	...	2 0 0	2,959 8 3	962 7 1
...	867 9 8	1/0½	...	...	...	0 8 0	...	6 0 0	2,200 9 0	685 4 8
782 19 3	5,348 4 11	...	600 0 0	101 13 10	45 2 6	1 13 0	1 6 7	232 16 10	18,805 9 2	2,320 1 9
...	1,300 0 0	8	6,050 0 0	...	...	...	...	31 13 0	11,871 13 9	...
...	700 0 0	7	...	...	...	...	...	16 17 10	2,313 16 4	...
...	800 0 0	10	...	...	...	...	...	...	2,626 5 7	718 6 5
...	300 0 0	5	...	...	...	...	...	...	1,115 15 1	...
...	200 0 0	7	...	59 6 4	...	...	...	...	633 11 6	...
...	350 0 0	5½	...	...	...	...	...	‡40 5 6	2,208 13 6	...
...	3,650 0 0	...	6,050 0 0	59 6 4	...	...	...	88 16 4	20,769 15 9	718 6 5
6 0 0	185 10 2	10	...	...	...	...	...	...	424 3 3	...
327 16 0	1,200 0 0	6½	...	...	...	1 0 0	...	15 0 0	4,778 19 8	395 7 4
27 16 0	1,171 0 0	10	...	7 14 4	...	...	...	5 8 6	2,559 7 10	73 11 0
11 0 0	770 7 1	9	...	...	...	...	...	6 3 0	1,623 0 7	26 19 5
625 0 0	2,392 17 5	10½	4,700 0 0	100 0 0	82 10 0	...	1 14 10	19 10 1	12,806 9 4	...
...	67 1 4	3	...	...	...	...	...	...	220 6 2	...
10 8 0	268 0 0	7	...	...	...	...	...	...	403 0 8	10 18 10
65 10 0	950 0 0	10	3,310 0 0	...	...	...	...	21 7 6	6,704 19 10	...
249 10 0	...	...	...	...	287 16 6	...	4 14 4	§1,489 10 7	2,710 6 11	...
24 2 0	600 0 0	6¼	...	...	...	...	...	...	1,172 0 6	365 15 3
9 0 0	...	...	...	...	110 0 0	...	...	...	359 10 0	154 17 8
...	150 0 0	6	...	...	24 13 0	...	...	...	255 2 6	68 12 9
291 6 0	1,800 0 0	7	700 0 0	1 12 4	...	...	...	28 12 6	4,396 5 0	...
328 6 0	3,600 0 0	1/1	...	...	...	5 10 0	...	‖78 1 6	8,117 17 1	27 6 10
10 0 0	435 5 0	6	...	...	...	...	...	2 10 0	768 5 0	...
376 2 1	1,952 0 0	6¼	1,600 0 0	34 1 0	...	...	5 3 11	13 8 2	6,492 11 0	154 16 3
2,361 16 1	15,542 1 0	...	10,310 0 0	143 7 8	504 19 6	6 10 0	11 13 1	1,674 11 10	53,792 5 4	1,278 5 3

* Donation £30. † Boundary Award from Farr. ‡ Rents, £30.
§ From Insurance Co. (loss by Fire), £1411, 12s. 10d. ‖ Rents.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES.							
Annan (including B.)	135 3 4	71 11 5	504 12 0	843 8 11	...	15 0 6	39 12 2
Applegirth and Sibbaldbie	18 18 0	...	64 16 0	99 11 6	...	...	...
Brydekirk	54 11 10	...	62 8 0	78 15 6	...	...	...
Caerlaverock	166 8 10	...	105 12 0	181 19 6	...	...	8 1 6
Canonbie	26 2 2	...	228 0 0	380 11 6	...	...	2 10 0
Closeburn	86 17 6	...	42 12 0	29 5 0	...	...	...
Cummertrees	0 3 4	...	69 0 0	126 11 0	...	...	...
Dalton	...	...	48 12 0	94 2 0	...	...	0 14 0
Dornock	...	...	67 4 0	117 17 0	...	...	3 2 6
Dryfesdale	34 13 2	...	323 8 0	621 7 0	...	50 8 0	51 7 10
Dumfries (B.)	...	100 8 11	736 16 0	1,337 13 6	...	85 6 6	19 2 0
Dumfries (L.)	...	8 3 4	420 16 0	672 14 11	...	14 6 0	8 16 0
Dunscore	67 13 11	...	110 8 0	191 14 7	...	3 9 7	3 10 0
Durisdeer	20 19 10	...	78 0 0	139 17 0	...	...	...
Eskdalemuir	193 2 7	...	37 8 0	89 10 6	...	...	...
Ewes	...	...	28 4 0	56 11 0	...	...	...
Glencairn	...	...	156 0 0	292 15 6	...	...	2 14 2
Gretna	9 0 0	...	121 16 0	199 2 0	...	...	1 2 6
Halfmorton	22 9 8	...	43 4 0	72 6 0	...	...	...
Hoddam	35 8 2	...	148 16 0	217 0 0	...	...	4 2 0
Holywood	16 3 6	...	95 8 0	181 2 0	...	...	1 10 0
Hutton and Corrie	47 11 8	5 5 11	78 12 0	154 16 0	...	...	2 8 0
Johnstone	9 15 10	...	90 0 0	137 17 0	...	...	...
Keir	7 14 7	...	43 16 0	73 8 6	...	...	2 16 6
Kirkconnel	5 15 4	...	96 12 0	176 15 0	...	...	...
Kirkmahoe	53 3 2	...	93 0 0	148 9 9	...	...	...
Kirkmichael	...	...	75 0 0	119 18 0	...	2 9 6	3 0 0
Kirkpatrick-Fleming	...	...	115 4 0	194 5 0	...	...	...
Kirkpatrick-Juxta	...	...	61 16 0	114 15 0	...	...	1 2 0
Langholm	...	43 16 8	373 4 0	732 13 6	56 1 2	19 12 6	28 7 0
Lochmaben (including B.)	...	...	220 4 0	384 7 6	...	12 12 6	8 5 0
Middlebie	...	...	78 0 0	132 18 0	...	...	...
Moffat	...	54 11 6	219 12 0	383 10 0	...	...	23 18 0
Morton	...	...	135 0 0	223 7 0	...	...	...
Mouswald	...	...	37 4 0	59 10 6	...	...	0 12 6
Penpont	63 9 6	...	106 4 0	206 9 0	...	...	3 15 0
Ruthwell	...	...	58 4 0	100 2 2	...	...	1 10 0
St Mungo	...	...	70 4 0	119 4 0	...	...	1 3 0
Sanquhar (including B.)	...	...	182 8 0	313 16 0	...	...	...
Tinwald	77 0 4	...	80 4 0	144 17 0	...	...	...
Torthorwald	...	...	93 0 0	169 14 0	...	5 6 0	8 11 0
Tundergarth	24 7 2	3 6 6	42 12 0	78 19 0	...	...	1 15 0
Tynron	54 11 10	...	32 8 0	59 12 6	...	...	0 12 0
Wamphray	5 18 8	...	39 0 0	64 14 6	...	...	1 0 0
Westerkirk	...	0 18 2	31 4 0	82 15 0	...	1 7 0	0 6 0
Total of Dumfries	1,213 3 11	288 2 5	5,935 12 0	10,381 8 10	56 1 2	269 14 1	222 19 2
EDINBURGH.							
Borthwick	92 16 10	...	81 12 0	179 7 4	...	...	...
Carrington	32 2 8	...	34 4 0	61 1 6	...	...	...
Cockpen	134 14 1	...	161 8 0	...	...	...	...
Colinton	497 15 0	...	373 16 0	589 10 5	...	3 9 0	...
Corstorphine	87 9 2	...	160 16 0	249 2 6	...	8 14 0	...
Cramond	91 14 0	...	331 16 0	511 6 6	...	12 9 0	...

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	330 0 0	3	...	119 0 0	...	3 5 0	...	...	2,061 11 4	272 1 11
...	210 0 0	4	...	...	...	...	...	...	388 5 6	2 4 7
...	47 18 0	2	...	...	...	...	...	...	243 13 4	...
...	140 0 0	4½	...	350 0 0	...	...	...	...	952 1 10	215 19 3
...	525 0 0	10	...	...	...	...	...	...	1,161 3 8	...
...	199 12 11	3¼	...	...	...	...	...	...	358 7 5	...
...	308 2 2	8½	...	...	...	...	...	...	503 16 6	...
...	105 0 0	5	...	...	...	...	...	1 0 0	249 8 0	...
...	210 0 0	9	...	...	...	...	...	1 18 10	400 2 4	21 17 8
...	660 0 0	7½	...	...	...	...	...	*35 3 2	1,716 7 2	83 1 6
...	1,675 0 0	8	...	...	...	2 17 0	...	8 2 8	3,956 6 7	850 2 7
...	911 18 6	11	...	...	...	0 2 6	...	9 2 6	2,055 19 9	86 11 6
...	300 0 0	6	...	21 14 8	...	...	...	...	698 10 9	...
...	240 0 0	6¼	...	3 9 6	...	...	...	...	482 6 4	...
...	100 0 0	3	...	...	...	...	...	1 19 6	421 16 7	...
...	160 0 0	9	...	...	...	...	...	7 10 8	252 5 8	7 3 7
...	382 15 0	6	...	...	10 2 4	...	...	5 5 0	849 12 7	98 5 10
...	351 12 3	8½	264 0 0	...	...	...	...	40 0 0	986 12 9	...
...	130 0 0	8	...	...	...	...	...	...	267 19 8	...
...	160 0 0	4	200 0 0	...	...	...	...	...	765 6 2	39 6 7
...	250 0 0	6	...	...	...	...	...	0 1 0	544 4 6	...
...	296 14 10	6½	...	...	...	...	...	1 8 8	586 14 1	...
...	275 0 0	9½	...	...	...	...	...	11 12 3	524 5 1	...
...	239 0 0	9	...	...	...	...	...	0 15 10	367 10 11	...
...	254 15 5	6	...	...	10 0 0	...	0 4 10	...	544 2 7	...
...	260 0 0	5	...	...	...	...	0 6 4	...	536 19 3	40 8 6
...	190 0 0	5	...	...	...	...	...	...	390 7 6	...
...	300 0 0	6	...	4 0 0	...	...	...	...	613 9 0	182 13 2
...	250 0 0	4½	...	3 14 8	...	...	...	...	431 7 8	116 3 0
...	600 0 0	9¼	...	...	...	...	...	13 5 0	1,866 14 10	...
...	590 0 0	10	...	...	...	...	...	...	1,182 9 0	57 13 11
...	215 0 0	3½	...	...	...	...	...	2 10 0	418 8 0	19 4 5
...	650 0 0	5½	...	37 14 9	3 4 7	...	...	...	1,372 10 10	261 19 0
...	240 0 0	6½	...	3 15 0	9 16 8	...	...	3 11 0	615 9 8	...
...	154 8 3	7	...	...	...	...	...	...	251 15 3	4 11 6
...	158 6 3	4½	...	6 1 8	...	...	1 4 6	15 17 6	561 7 5	...
...	180 0 0	5	...	...	...	...	...	...	289 17 2	...
...	240 0 0	8½	...	...	...	...	...	1 3 4	431 16 4	118 11 0
...	466 10 7	7	...	70 3 10	...	...	1 12 8	18 10 0	1,053 1 1	144 18 5
...	170 0 0	4½	...	...	...	...	0 6 1	...	472 11 5	...
...	264 13 8	10	...	2 6 8	...	...	...	...	543 11 4	59 0 0
...	101 16 1	3½	...	...	...	...	...	5 8 2	258 3 11	...
...	86 9 10	4	...	62 5 8	...	...	...	10 0 0	326 19 10	...
...	110 3 11	4	...	18 0 0	...	...	...	...	238 17 1	2 12 8
...	150 0 0	6	...	...	...	...	...	...	266 10 2	13 5 8
	13,729 17 8		464 0 0	702 6 5	33 3 7	6 4 6	3 14 5	194 5 1	33,460 17 10	2,697 16 3
...	163 15 9	3	...	...	...	...	...	...	467 11 11	...
...	120 0 0	4	...	...	...	...	...	...	247 8 2	...
...	480 0 0	9	...	...	...	...	...	2 3 6	778 5 1	207 5 10
...	1,310 0 0	10½	...	3 19 6	51 15 9	...	...	†58 19 2	2,886 4 10	...
...	400 0 0	4½	...	2 7 6	...	...	...	7 7 8	915 16 10	...
...	800 0 0	6	...	...	...	...	...	1 18 0	1,749 8 6	...

* Proceeds of Kindersplel, £22.

† Parochial Board under Local Taxation, &c., Act, 1892, £34, 4s. 8s., Rents, £24, 14s. 6d

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Edinburgh—*contd.*							
Cranston	4 4 11	...	118 4 0	193 4 0	...	...	...
Crichton	...	...	81 0 0	125 3 6	...	...	...
Currie	...	...	191 4 0	341 12 0	...	...	...
Dalkeith (B.)	...	...	402 0 0	635 12 9	...	14 5 6	...
Dalkeith (L.)	...	7 7 0	101 8 0	181 11 6	...	...	...
Duddingston (L.)	221 2 0	...	40 4 0	80 14 0	...	...	...
Edinburgh (City)	3,114 12 7	294 2 10	13,116 12 0	25,470 19 3	...	399 15 11	750 0 0
Edinburgh (St. Cuthberts and Dean)	143 10 4	29 11 1	1,059 0 0	1,815 7 0	...	53 19 1	80 0 0
Fala and Soutra	78 17 9	...	33 12 0	...	...	...	...
Glencorse	6 10 11	...	94 4 0	134 6 0	...	...	...
Heriot	...	...	47 8 0	88 2 6	...	...	...
Inveresk (L.)	187 6 8	2 3 3	67 2 0	70 2 6	...	...	...
Kirknewton and East Calder	...	2 3 9	349 16 0	580 19 1	...	...	...
Lasswade	...	8 19 0	391 0 0	1,636 6 6	...	21 3 0	...
Leith (B.)	8,671 11 10	1,660 9 7	4,753 8 0	8,697 6 5	...	547 14 6	900 0 0
Leith, South (L.)	77 0 0	...	144 12 0	241 4 0	...	...	12 0 0
Liberton	165 13 6	...	445 4 0	709 6 0	...	...	85 3 0
Mid-Calder	...	...	316 4 0	528 4 9	...	12 3 0	...
Musselburgh (B.)	...	178 3 0	793 16 0	1,199 7 4	113 5 8	...	...
Newbattle	871 13 8	...	303 12 0	509 8 0	42 11 0	5 10 0	...
Newton	99 11 1	...	108 0 0	...	...	...	...
Penicuik	...	...	397 16 0	652 4 6	...	...	...
Ninemileburn (Comb.)	...	...	17 8 0	27 0 6	...	...	...
Portobello (B.)	59 18 1	100 3 0	509 8 0	881 15 0	...	39 4 6	...
Ratho	...	...	121 16 0	209 19 0	...	7 6 0	...
Stobhill	58 18 5	...	279 12 0	461 10 6	...	11 1 6	...
Stow	101 2 9	...	164 8 0	271 13 0	...	...	...
Temple	...	...	35 8 0	60 3 0	...	...	...
West Calder	...	...	661 4 0	1,134 12 6	...	31 5 0	50 7 0
Total of Edinburgh	14,798 6 3	2,218 2 6	26,778 2 0	48,448 8 4	155 16 3	1,667 11 0	1,147 19 9
ELGIN.							
Alves	1 12 5	1 15 8	85 4 0	132 11 0	...	...	2 0 5
Bellie	72 16 6	...	69 0 0	123 16 0	...	7 3 6	56 1 6
Birnie	...	...	44 8 0	130 3 0	...	...	15 3 1
Cromdale	29 8 7	...	264 0 0	589 5 0	...	...	8 0 8
Dallas	113 9 11	...	76 16 0	43 15 0	...	...	8 0 8
Drainie	178 16 8	...	382 4 0	645 4 6	90 1 6	23 13 0	28 5 10
Duffus	186 13 11	...	510 12 0	939 14 8	317 14 6	21 0 0	18 2 9
Dyke	78 5 10	...	43 12 0	84 15 6	...	...	2 10 6
Edinkillie	116 17 1	0 1 2	26 12 0	77 14 6	...	...	0 10 1
Elgin (B.)	...	4 0 6	757 16 0	1,264 4 [illegible]	...	109 7 6	...
Elgin (L.)	...	...	203 8 0	315 6 6	...	...	8 1 8
Forres (B.)	157 17 4	...	265 4 0	500 7 6	...	42 13 0	30 0 0
Forres (L.)	37 11 5	...	...	...	...	...	...
Kinloss	196 6 10	...	119 8 0	208 0 0	...	...	12 13 3
Knockando	71 10 8	23 6 0	99 0 0	190 2 6	...	...	8 17 10
New Spynie	10 5 1	...	24 12 0	31 12 6	...	...	...
Rafford	59 5 5	...	76 16 0	118 19 0	...	...	4 17 0
Rothes	29 11 11	...	249 12 0	445 18 6	...	...	...
St. Andrews-Lhanbryde	...	...	82 4 0	136 3 0	...	27 5 0	34 17 3
Cromarty (Comb.)	...	...	31 4 0	42 5 0	...	...	...
Speymouth	...	...	141 12 0	244 1 0	...	...	26 5 0
Urquhart	25 4 7	...	75 12 0	165 4 0	...	5 3 0	13 7 9
Total of Elgin	1,484 16 3	29 3 4	3,639 16 0	6,430 3 10	413 15 0	265 4 0	264 18 8

* No School under the Board.

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	177 6 7	7	...	...	...	...	...	...	492 19 6	...
...	180 0 0	7	...	...	...	...	...	...	386 3 6	8 13 11
...	600 0 0	6	...	...	...	...	0 2 10	*196 12 5	1,319 11 3	12 5 8
...	800 0 0	8	...	...	...	...	...	2 11 6	1,854 9 9	218 13 7
...	245 0 0	1/	...	...	...	...	...	...	535 6 6	30 15 1
...	†...	...	...	...	...	...	...	1 19 7	318 19 7	...
200 0 0	53,490 14 9	7½	21,940 0 0	...	...	24 13 6	...	‡194 9 0	119,435 19 10	...
...	4,442 9 10	9½	9,500 0 0	24 8 2	...	2 5 0	...	...	17,120 1 6	...
...	110 0 0	10	...	2 1 0	...	...	...	...	224 10 9	...
...	220 0 0	4	...	...	...	...	...	5 15 0	460 15 11	2 16 9
...	105 0 0	5	...	...	...	...	...	0 2 4	240 12 10	...
...	300 0 0	3	600 0 0	...	...	...	...	5 0 0	1,231 14 5	...
...	540 0 0	7¼	...	...	66 17 2	...	...	§33 12 7	1,573 8 7	10 16 5
...	2,550 0 0	1/1	900 0 0	...	...	0 5 0	3 13 9	19 8 1	6,030 15 10	408 16 6
900 0 0	13,036 9 9	10	...	...	...	0 18 6	10 16 0	[401 10 3	38,880 4 10	...
...	484 2 3	6	...	...	...	...	...	3 10 6	962 8 9	...
...	875 0 0	3	1,000 0 0	...	...	...	...	7 13 0	3,287 19 6	...
...	560 0 0	6	...	...	...	...	...	0 19 1	1,417 10 10	2 2 9
...	690 0 0	6	...	51 10 0	95 13 0	...	...	19 12 0	3,136 6 7	...
...	500 0 0	10	1,600 0 0	...	...	...	...	¶861 2 0	4,693 16 8	347 3 9
...	300 0 0	6	...	5 0 0	...	...	...	...	512 11 1	17 14 1
...	850 0 0	9	...	...	62 17 0	...	...	10 14 11	1,973 12 5	11 14 6
...	...	...	...	...	71 0 0	...	...	...	125 8 6	...
...	1,212 11 2	7½	...	...	...	...	...	56 14 9	2,859 14 0	99 17 4
...	284 4 2	4	...	...	...	...	...	9 3 1	632 8 3	69 18 9
...	274 12 1	6	2,347 0 0	...	...	...	...	...	3,432 14 6	151 15 11
...	400 0 0	6½	...	...	10 0 0	...	...	1 0 0	948 8 9	...
...	230 0 0	4¼	...	...	...	...	...	...	325 11 0	...
...	1,200 0 0	7½	550 0 0	...	...	...	...	**36 18 9	3,654 7 3	...
1,100 0 0	87,931 6 4	...	38,437 0 0	86 6 2	358 2 11	28 2 0	14 12 7	1,938 16 8	225,108 3 0	1,600 10 10
...	180 0 0	5½	...	22 10 2	...	...	...	...	426 13 8	...
...	125 0 0	4⅝	...	57 17 2	...	...	...	4 1 8	515 16 4	...
...	160 0 0	1/3	...	28 0 0	...	...	...	...	367 14 1	45 15 0
45 19 5	750 0 0	10½	...	16 2 9	31 18 9	...	...	3 5 0	1,793 0 2	...
...	260 0 0	1/	...	26 11 3	...	...	...	1 0 0	523 13 4	43 0 7
...	400 0 0	8½	...	39 3 9	...	...	...	16 0 0	1,811 9 3	...
...	480 0 0	8¼	...	35 0 0	...	...	...	15 0 0	2,523 18 10	571 13 8
...	280 0 0	8½	...	...	...	...	...	1 5 0	490 8 10	10 13 1
...	200 0 0	7	...	21 2 9	...	...	...	1 0 0	453 17 7	...
...	1,197 13 4	10½	...	1 1 11	...	1 0 0	2 17 6	††98 0 11	3,436 2 4	1,427 11 9
...	600 0 0	11½	...	35 2 2	1 19 6	...	...	...	1,163 17 10	31 8 6
...	600 0 0	11¼	...	110 0 0	65 0 0	...	...	9 14 6	1,780 15 10	...
...	160 0 0	6	...	...	...	...	...	...	197 11 5	...
...	200 0 0	7¼	...	28 12 0	...	...	...	1 0 0	765 19 6	...
...	270 0 0	7⅜	...	40 12 1	...	...	...	15 12 6	708 15 1	...
...	160 0 0	7½	...	...	...	...	...	1 15 0	228 4 7	...
...	250 0 0	8	...	...	25 0 0	...	...	5 1 9	539 13 2	...
...	420 0 0	10	...	52 5 7	...	...	...	‡‡52 9 10	1,249 17 10	...
...	300 0 0	9½	...	47 4 9	65 18 4	...	...	...	713 12 4	27 15 1
...	...	...	...	...	182 17 6	...	...	...	258 7 6	149 11 7
...	346 5 4	10	...	32 14 5	...	...	...	...	788 17 9	...
...	200 0 0	8	...	48 0 10	...	...	...	...	532 6 2	...
45 19 5	7,538 18 8	...	* ...	642 1 7	372 14 1	1 0 0	2 17 6	225 6 2	21,268 13 5	2,307 9 3

* From Guarantee Association, deficiency of late Treasurer, £195, 12s. 5d. † Not received till after 15th May.
‡ From Educational Trust, £80. Rents, £75. § Sale of Sewing Materials, £23, 18s. 6d. ‖ Contributions for Bursaries, &c., £329, 11s. 3d. ¶ Price of Old School, £858, 15s. ** Rents, £33, 15s. 1d. †† From Governors of Anderson's Institution, £68, 10s. 9d. ‡‡ Grant Trust, £40.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Scottish Office.	Grants from Counties under Sec. 5 of Technical Education (Scotland) Act, 1892.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	for Annual Grants.	for Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE							
Abdie	16 15 2	...	36 12 0	55 18 6	...	...	...
Aberdour	163 17 1	...	159 12 6	288 17 0	...	...	...
Anstruther-Easter	...	...	130 4 0	211 16 6	39 15 4	...	...
Anstruther-Wester	2 0 3	...	45 12 0	73 4 6	...	...	...
Auchterderran	21 6 4	...	146 8 0	253 13 6	...	7 1 6	...
Cluny (Comb.)	...	...	25 16 0	28 16 6	...	...	...
Auchtermuchty	144 5 3	...	168 0 0	264 11 6	...	...	...
Auchtertool	24 1 4	7 4 3	68 8 0	108 11 6	...	...	...
Ballingry	5 0 3	...	122 8 0	181 7 6	...	...	...
Balmerino	...	...	63 12 0	98 11 0	...	...	...
Beath	...	2 3 3	1,074 0 0	1,585 9 6	...	28 4 6	...
Burntisland (B.)	...	9 2 6	242 12 0	400 16 0	...	25 10 0	...
Burntisland (L.)	87 11 1	...	90 12 0	148 1 0	...	2 9 9	...
Cameron	144 14 10	...	76 16 0	117 11 6	...	...	...
Carnbee	77 10 9	...	62 8 0	89 14 6	...	...	...
Carnock	92 14 11	...	103 16 0	172 8 0	...	...	...
Ceres	...	...	130 4 0	207 14 6	...	4 17 6	...
Collessie	...	...	308 4 0	547 16 1	...	...	...
Crail	...	2 10 0	138 0 0	249 6 0	...	...	...
Creich	...	...	45 12 0	80 6 0	...	...	...
Culross	184 15 7	...	58 4 0	97 12 0	...	...	...
Cults	...	21 1 3	67 16 0	114 3 6	...	...	...
Cupar (B.)	...	10 10 0	409 4 0	638 5 7	...	42 8 0	...
Cupar (L.)	14 13 8	1 12 0	16 16 0	19 7 0	...	...	...
Dairsie	...	...	57 12 0	79 9 0	...	...	...
Dalgetty	294 19 6	...	168 12 0	259 2 0	15 18 7	...	...
Dunbog	...	...	48 0 0	84 2 6	...	...	...
Dunfermline (B.)	...	299 6 2	1,756 4 0	3,008 4 2	356 8 9	169 8 0	10 10 0
Dunfermline (L.)	147 16 8	...	841 16 0	1,337 12 5	...	3 6 0	...
Dunino	5 8 5	...	35 8 0	60 11 0	...	...	...
Dysart (B.)	...	25 17 0	1,261 16 0	1,922 15 0	339 5 1	62 9 6	...
Dysart (L.)	32 2 2	5 2 1	62 8 0	99 3 5	...	...	...
Elie	...	...	94 16 0	152 4 0	...	...	...
Falkland	120 4 1	45 10 6	204 12 0	7 10 0	...	...	...
Ferry-Port-on-Craig	...	...	295 16 0	505 15 6	63 19 2	14 12 6	...
Flisk	18 0 7	...	22 4 0	37 7 0	...	...	...
Forgan	101 19 3	...	223 8 0	380 13 6	...	11 16 6	...
Inverkeithing	0 8 8	3 12 6	273 0 0	463 12 0	...	2 17 0	...
Kemback	...	...	70 16 0	106 5 6	...	...	...
Kennoway	290 11 3	29 18 2	127 4 0	217 10 0	...	...	...
Kettle	313 4 5	...	141 12 0	...	...	...	...
Kilconquhar	...	...	99 0 0	168 1 0	...	...	...
Kilmany	...	...	48 12 0	73 11 0	...	...	...
Kilrenny	...	...	285 0 0	428 19 6	64 14 11	...	...
Kinghorn (including B.)	...	...	222 12 0	418 17 6	...	10 16 0	...
Kinglassie	89 1 6	...	89 8 0	140 6 0	...	4 8 0	...
Kinghorn (L.)	1 6 10	...	72 0 0	119 8 0	...	...	...
Kirkcaldy	...	248 6 8	1,425 0 0	2,460 6 2	365 10 0	147 10 0	...
Kirkcaldy (L.)	...	...	58 4 0	87 11 6	...	...	...
Kirkcaldy and Abbotshall	...	...	...	...	...	...	...
Largo	...	2 10 0	106 12 0	174 8 6	...	...	...
Largoward	...	2 4 3	103 16 0	165 19 0	...	...	...
Leslie	198 5 ...	...	383 8 0	633 15 6	8 0 9	13 5 6	5 13 3
Leuchars	89 16 8	...	224 8 0	231 18 6	...	...	...
Leslie	1067 16 3	...	343 2 0	231 6 3	137 13 6	26 5 6	...
Leven	...	...	20 0 0	34 3 6	...	...	...
Markinch	...	87 10 8	559 4 0	1,923 16 0	...	...	...
Monimail	27 2 6	...	51 0 6	48 12 6	...	...	...

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
									271 0 4	...
...	161 14 7	6	...	...	...	...	...	...	823 10 5	30 16 0
...	250 0 0	3½	...	...	...	...	...	11 4 4	558 12 9	114 8 6
...	138 18 11	8	...	15 13 0	...	...	...	22 2 0		
								4 13 6	261 10 3	...
...	130 0 0	11	...	5 0 0	...	...	...	1 12 0	703 15 11	...
...	273 15 1	6⅔	...	...	...	...	...			
								...	94 12 6	...
...	...	...	...	...	40 0 0	...	...	...	736 16 9	...
...	160 0 0	4½	...	...	...	...	...	12 16 6	328 5 7	...
...	100 0 0	6	...	...	7 4 0	...	...	9 9 0	560 2 3	...
...	241 17 6	7⅓	...	...	...	...	...			
								10 10 5	318 17 8	85 4 2
...	146 4 3	6	...	...	...	...	...	21 0 1	4,877 7 4	15 7 11
...	750 0 0	6⅔	1,415 0 0	...	...	0 10 0	...	8 3 6	1,753 13 6	235 14 0
30 0 0	700 0 0	9	...	39 3 6	...	...	...			
								...	568 13 1	...
...	240 0 0	8	...	...	...	...	...			
...	220 5 10	9	...	...	39 17 2	...	1 3 6	...	600 8 10	...
...	280 0 0	6	250 0 0	18 8 2	...	...	...	1 0 0	779 1 5	14 7 5
								...	842 6 5	...
...	172 16 5	7½	300 0 0	0 11 1	...	...	...	3 0 0	562 10 6	119 14 6
...	200 0 0	4⅔	...	16 14 6	...	...	...	4 11 6	1,064 18 8	285 15 8
...	300 0 0	6	...	4 7 1	...	...	...			
								3 10 0	724 6 0	51 16 2
...	310 0 0	7	...	21 0 0	...	...	...	...	244 18 2	22 5 0
...	115 2 5	1/	...	3 17 9	...	...	...	23 10 8	564 2 3	...
...	200 0 0	6½	...	...	...	...	...	...	351 2 7	15 0 6
...	148 1 10	8	...	...	...	...	...			
								5 0 0	1,506 17 7	43 1 8
...	400 0 0	5½	...	...	...	1 10 0	...	4 0 0	126 8 8	...
...	70 0 0	1	...	...	...	...	...	...	309 11 8	75 4 7
...	172 10 8	7¾	...	...	...	...	...			
								1 10 0	976 11 11	...
...	236 9 10	9	...	...	...	...	...	4 12 3	264 0 7	50 11 2
...	126 18 10	8	...	...	...	...	...	*53 6 10	8,322 12 6	1,544 12 4
...	2,168 14 10	10	450 0 0	5 2 9	45 7 0	...	...			
								3 0 0	6,763 10 11	...
...	£ 1,579 19 10	9	2,850 0 0	...	...	...	...	4 14 8	218 2 7	...
...	106 0 6	8½	...	...	6 0 0	...	...	†25 13 10	4,200 17 11	2,014 2 4
...	512 11 6	3¾	...	50 0 0	...	0 10 0	...			
								11 4 0	351 19 8	197 16 9
...	142 0 0	7⅓	...	...	...	...	...	...	523 19 6	33 11 4
...	270 0 0	7⅛	...	6 19 6	...	...	...	1 3 0	698 19 7	287 3 6
...	320 0 0	6½	...	...	...	...	...			
								8 0 0	1,210 3 3	‖214 8 2
...	320 0 0	9	...	...	...	...	...	...	165 18 3	...
...	78 6 8	6½	...	...	...	...	...	12 9 3	1,499 6 6	...
...	750 0 0	7¼	...	...	...	...	...			
								...	1,057 7 10	...
...	370 0 0	2¼	...	3 17 8	...	...	...	...	280 19 5	75 12 3
...	103 17 11	6	...	...	...	...	...	...	1,029 15 11	...
...	300 0 0	10½	...	1 13 4	...	...	0 13 8	‡32 5 6		
								...	609 6 5	40 6 2
...	150 0 0	5½	...	4 10 0	...	...	...	§51 0 0	665 14 7	78 12 10
...	347 13 7	8	...	...	...	...	...	...	243 15 2	107 18 11
...	121 12 2	4	...	...	...	...	...			
								3 17 11	1,182 12 4	303 5 0
...	400 0 0	9	...	...	...	...	...	7 15 6	1,182 12 9	...
...	522 11 9	8½	...	...	...	...	...	0 5 0	616 8 0	...
...	292 19 6	7	...	...	...	...	...			
								...	382 8 10	15 13 6
...	190 0 0	8	...	...	...	...	...	‖50 17 9	13,411 9 7	...
...	2,705 19 0	11	6,000 0 0	...	18 0 0	...	...	...	244 0 0	34 10 2
...	98 4 6	3	...	...	...	...	...			
								...	542 10 6	23 15 9
...	250 0 0	5	...	10 0 0	...	...	...	...	530 18 4	123 14 10
...	242 4 1	7⅓	...	...	16 15 0	...	...	...	1,956 13 7	...
...	575 0 0	8	...	...	25 0 0	...	1 4 6	¶72 17 8	1,151 13 8	...
...	500 0 0	3¼	...	10 10 2	...	...	...	4 3 4		
								8 0. 9	2,982 0 6	468 4 6
...	363 11 9	5½	...	...	...	...	4 4 4	...	177 6 7	28 18 4
...	86 7 7	4½	...	2 15 6	...	...	...	...	3,822 13 1	...
...	1,148 0 0	9	...	...	...	...	2 17 5	**86 3 0	302 13 10	84 0 0
...	150 0 0	7	...	2 15 4	...	...	...	...		

* Rents, £40, 12s. † Rents, £14, 3s. ‡ From Fernie Trust for Secondary Education, £30.
§ From Elie under Boundary Commission, £44. ‖ Swan Testimonial Annuity, £20.
¶ Piano Classes, £45, 12s. ** Property sold, £77, 10s. 6d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1889.	Fees		Grants from Scotch Education Department		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Issues &c., paid to Children	Grants for Remission of Fees under Education and Local Taxation Accounts (Scotland) Act, 1892	Annual Grants	Additional Grants under Sec. 67		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Fife—*contd.*							
Moonzie	1 1 4	...	22 16 0	50 14 6	...	...	...
Newburgh	...	...	186 0 0	271 5 0	34 14 8	12 6 0	...
Newburn	...	...	21 0 0	23 5 6	...	...	...
Pittenweem	...	...	217 16 0	351 14 0	70 12 9	7 17 6	...
St. Andrews (B.)	...	...	542 8 0	885 9 9	...	18 15 0	...
St. Andrews (L.) & St. Leonards	164 4 9	...	120 0 0	182 13 6	...	...	...
St. Monance	80 2 0	...	202 16 0	343 1 0	86 2 3	...	...
Saline	89 0 7	...	84 12 0	132 18 6	...	...	...
Scoonie	...	...	552 0 0	962 3 11	149 4 6	...	...
Springfield	...	4 4 0	91 16 0	165 5 0	3 18 10	3 18 0	...
Strathmiglo	...	23 16 4	145 4 0	245 4 6	...	...	...
Torryburn	50 16 3	...	96 0 0	165 5 6	...	...	...
Tulliallan	...	...	213 0 0	386 14 0	...	33 0 0	...
Wemyss	398 2 3	...	1,161 15 0	1,779 4 3	...	...	...
Total of Fife	4,[illegible] 16 1	[illegible] 1 7	17,[illegible] 3 0	28,[illegible] 4 6	[illegible] 16 [illegible]	[illegible] 7 6	18 2 4
FORFAR.							
Aberlemno	...	...	78 0 0	83 11 6	...	...	...
Airlie	8 8 11	...	45 12 0	78 8 6	...	...	...
Arbirlot	...	...	49 4 0	81 2 0	...	...	...
Arbroath (B.)	...	19 3 2	1,782 0 0	2,947 18 10	...	138 14 6	...
Auchterhouse	2 13 8	...	42 12 0	61 17 0	...	...	...
Barry	...	...	340 16 0	551 6 9	...	...	...
Brechin (B.)	...	184 0 10	865 4 0	1,481 1 9	268 4 0	4 17 6	...
Brechin (L.)	...	...	76 4 0	181 1 6	...	...	...
Broughty Ferry (B.)	...	682 19 5	735 0 0	1,208 8 0	...	71 19 0	77 7 [illegible]
Careston	2 3 3	...	81 4 0	62 19 6	...	...	...
Carmyllie	36 4 2	...	107 8 0	156 16 0	...	...	...
Cortachy and Clova	106 17 9	...	66 12 0	156 1 6	...	...	...
Craig	62 11 9	...	276 12 0	408 4 10	...	...	...
Dun	41 2 0	...	60 0 0	98 15 0	...	...	...
Dundee (B.)	...	4,436 6 5	9,704 4 0	16,932 13 0	...	1187 12 6	...
Dundee (L.)	...	...	96 8 0	160 14 0	...	6 18 [illegible]	...
Dun[illegible]on	14 1 9	13 13 3	127 4 0	202 5 0	...	5 4 6	...
Easse and Newy	98 19 10	...	59 8 0	94 17 6	...	...	...
Edzell	42 7 8	1 0 0	85 4 0	143 3 0	...	...	...
Ex[illegible]ell	51 7 4	...	70 4 0	122 8 6	...	...	...
Fern	70 17 9	...	24 0 0	101 4 0	...	...	...
Forfar (B.)	...	223 4 0	1,233 0 0	2,191 19 6	267 13 4	60 3 6	...
Forfar (L.)	...	...	117 12 0	179 12 0	...	...	...
Fowlis Easter	...	...	30 0 0	48 17 0	...	...	...
Friockheim	...	...	136 0 0	183 15 0	...	...	...
Glammis	...	...	99 12 0	160 16 6	...	4 13 7	...
Glenisla	54 6 3	...	51 12 0	137 2 6	...	...	...
Guthrie	19 3 5	...	43 4 0	72 3 6	...	...	...
Inverarity	...	...	95 8 0	119 2 0	...	0 15 0	...
Inverkeilor	113 18 9	...	157 4 0	260 15 0	...	...	...
Kettins	...	...	61 4 0	104 15 0	...	...	...
K[illegible]pe[illegible]	...	...	28 16 6	50 9 0	...	...	...
Kinn[illegible]	197 5 0	...	51 4 0	91 13 6	...	...	...
Kirkbuddo	...	...	46 16 0	77 11 6	...	...	...
Kirriemuir	0 0 9	8 4 0	41 8 0	63 14 0	...	...	...
		25 6 0	396 12 0	623 16 10	...	21 10 4	...
Carmyllie (Comb.)	...	...	15 12 0	28 19 0	...	...	...
Inverarity (Comb.)	...	...	45 12 0	77 4 6	...	...	...
Letham and Navar	...	...	19 4 0	42 19 6	...	...	...
Liff, Benvie, and Invergowrie	230 12 8	21 2 5	120 0 0	196 10 6	...	...	...

School Boards for the Year ended the 15th May 1894.—Income—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	86 9 5	1/	...	...	...	...	...	5 2 8	166 3 11	...
...	130 0 0	4	...	...	...	...	...	...	634 5 3	100 8 3
...	116 14 7	6⅛	...	...	...	...	...	...	171 0 1	5 14 3
...	95 0 0	3⅛	...	35 0 0	...	...	...	...	778 0 3	8 5 3
...	606 10 4	4½	200 0 0	25 18 5	...	...	3 15 8	*60 12 3	2,343 9 5	110 1 0
...	197 12 6	2⅝	...	...	...	...	...	...	664 10 9	...
...	165 0 0	6	...	...	...	...	...	3 7 3	860 8 6	2 12 8
...	175 0 0	5	...	...	...	...	...	...	461 11 1	...
...	794 0 0	1/	4,500 0 0	...	...	...	12 8 11	4 9 0	6,974 6 4	...
...	129 14 4	6	...	...	...	...	...	...	398 16 2	42 14 5
...	319 10 8	7	...	...	...	...	...	2 19 6	736 15 0	79 6 3
...	123 19 7	4½	...	...	...	...	...	...	436 1 4	...
...	350 0 0	1/	...	27 1 11	...	...	...	8 6 5	1,018 2 4	872 0 10
...	1,794 16 11	8½	...	...	...	...	...	†62 14 9	5,196 13 2	775 3 8
30 0 0	26,494 19 8	....	15,965 0 0	311 4 8	198 3 2	2 10 0	26 8 0	736 15 7	97,942 18 9	8,832 0 6
...	220 2 9	6	...	...	...	...	...	...	351 14 3	170 9 6
15 19 6	160 0 0	4	...	0 9 3	...	...	...	...	308 18 2	...
8 0 0	114 10 6	3	...	9 17 8	...	...	...	1 13 8	264 7 10	3 16 11
...	3,307 17 7	1/	6,000 0 0	...	...	...	...	‡119 11 10	14,306 5 11	...
...	205 11 8	5	...	...	...	...	...	...	312 14 4	...
24 0 0	689 9 8	10½	1,250 0 0	...	...	...	...	0 5 0	2,335 17 5	486 10 0
150 0 0	1,200 0 0	1/0½	...	66 8 1	...	...	...	§250 5 11	4,470 2 1	297 7 4
...	370 0 0	6	...	...	...	...	...	...	627 5 6	36 14 7
150 0 0	2,125 16 10	1/1	640 0 0	...	...	...	...	‖50 12 4	5,742 3 3	273 11 1
...	60 0 0	3	...	...	...	...	...	...	156 6 9	...
4 0 0	313 4 0	11	...	...	...	...	...	...	617 12 2	...
8 0 0	387 11 5	9	...	...	...	...	...	...	725 2 8	...
...	300 0 0	6¼	...	...	...	...	...	...	1,047 8 7	16 5 4
...	185 6 2	6	...	...	...	...	...	...	383 6 2	...
1,887 10 0	27,013 0 0	1/	23,561 0 0	...	...	1 19 6	...	¶125 15 0	84,849 0 5	273 8 4
...	231 4 6	5 7/10	...	...	...	...	...	...	494 4 6	...
22 0 0	200 0 0	10	...	...	...	...	...	5 5 0	589 13 6	...
...	135 15 8	5	...	...	...	...	...	...	384 1 0	...
...	171 13 2	7	...	...	...	...	...	3 15 0	447 2 10	...
...	80 0 0	3½	...	...	...	...	...	...	323 19 10	2 2 7
...	70 0 0	4½	...	...	...	...	...	...	266 1 9	...
18 0 0	1,144 16 0	8½	...	...	...	...	7 8 8	**74 16 1	5,341 1 1	...
4 0 0	335 0 0	9	...	3 17 10	...	...	...	24 0 0	664 1 10	41 0 6
...	192 0 0	11	...	...	...	...	...	...	270 17 0	...
...	122 17 10	6	...	...	...	...	...	0 7 6	433 0 4	26 5 3
12 0 0	324 11 8	6½	...	...	...	...	...	...	601 15 9	16 12 3
...	301 12 0	7½	...	...	...	...	...	...	544 12 9	...
...	75 13 11	5½	...	...	...	...	...	...	210 4 10	21 9 3
...	303 6 1	8	...	...	...	...	...	...	518 14 1	78 13 1
...	247 18 11	5¼	...	31 6 9	...	...	...	...	810 3 5	...
8 0 0	186 11 1	5	...	...	...	...	...	...	360 10 1	...
...	109 4 0	5	...	...	...	...	0 4 0	...	196 13 0	12 0 3
...	160 14 6	6¼	...	...	...	...	...	...	460 17 0	...
2 0 0	104 0 0	5	...	...	...	...	...	...	230 7 6	36 11 2
...	137 7 8	6	...	...	...	...	...	...	250 13 8	49 19 11
150 0 0	800 0 0	8	...	191 19 0	...	...	...	††64 14 7	2,273 19 6	...
...	...	...	...	...	45 16 8	...	...	...	90 7 8	...
...	...	...	...	...	91 15 1	...	...	...	214 11 7	...
...	118 14 11	9½	...	...	...	...	...	...	180 18 5	3 7 6
...	396 4 0	7	...	...	...	...	...	0 4 10	983 14 5	...

* Rents, £42, 10s. † From Markinch under Boundary Award, £15. ‡ Rents, £57, 14s. 5d. § School Fees and Endowments Secondary Education, £225, 7s. 5d. ‖ Rents, £25, 12s. 7d. ¶ From Dundee Educational Trust, £115. ** Sale of Sewed Material, £27, 18s. 1d. †† From Cortachy and Clova under Boundary Award, £57, 17s. 9d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand 15th May, 1893.	Fees		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c. for Technical Education under Local Taxation (Customs and Excise) Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Scotch and Local Taxation Accounts (Scotland) Act, 1892.	(1) Annual Grants.	(2) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*							
Lethnot	12 6 2	0 16 0	44 8 0	116 11 6	...	...	...
Lochlee	11 1 6	...	24 12 0	46 19 6	...	...	...
Logie-Pert	64 1 6	...	84 12 0	148 17 4	...	8 0 0	2 0 0
Lunan	48 0 5	...	29 8 0	46 12 0	...	...	...
Lunan	...	...	27 12 0	50 16 6	...	...	...
Marks and Strathmartine	78 1 8	...	255 0 0	410 1 0	...	...	...
Marytown	...	...	30 0 0	50 13 6	...	4 0 0	0 3 0
Menmuir	91 13 11	...	51 0 0	89 6 6	...	...	...
Monikie	88 5 6	8 2 6	222 12 0	380 17 ...	...	...	11 0 0
Monikie	...	...	115 4 0	225 16 0	...	1 7 0	18 0 0
Montrose (B.)	...	61 11 7	1,021 4 0	1,975 18 7	...	125 0 0	...
Montrose (L.)	...	...	75 12 0	144 17 0	...	4 14 6	...
Murroes	...	...	56 8 0	97 14 6	...	...	...
Newtyle	92 8 1	...	76 16 0	142 4 6	...	...	...
Oathlaw	...	...	45 8 0	86 10 6	...	...	...
Panbride	...	...	140 8 0	250 16 6	...	...	...
Rescobie	...	...	19 4 0	...	...	...	...
Rathven	...	...	27 0 0	113 1 0	...	...	...
St. Vigeans and Arbroath (L.)	29 1 6	...	107 8 0	161 13 0	...	3 0 0	15 10 6
Strathdichie	12 11 7	...	46 16 0	81 16 6	...	...	...
Tarbolton	...	...	103 4 0	272 12 0	...	...	...
Tealing	17 15 9	...	51 12 0	85 0 0	...	...	...
Total of Forfar	1,656 1 9	5,675 9 7	20,471 2 0	35,086 15 4	655 17 4	1,049 17 11	129 17 8
HADDINGTON							
Aberlady	273 10 11	0 5 5	86 8 0	140 9 0	...	...	...
Athelstaneford	15 9 7	...	57 12 0	187 14 6	...	...	...
Bolton	7 11 8	...	9 12 0	26 5 0	...	...	...
Dirleton	78 10 9	...	127 16 0	195 7 0	...	...	...
Dunbar (B.)	66 9 5	...	286 12 0	490 19 6	22 10 9	...	...
Dunbar (L.)	5 12 7	...	135 0 0	229 6 6	...	...	...
Garvald	...	...	36 12 0	65 9 6	...	...	...
Gladsmuir	...	...	146 8 0	260 9 2	...	1 15 0	...
Haddington (including H.)	...	...	285 0 0	501 19 0	...	18 4 6	...
Humbie	141 11 0	...	31 4 0	52 12 0	...	...	...
Innerwick	...	...	58 16 0	96 5 0	...	...	...
Markle	...	...	23 4 0	35 13 6	...	...	...
North Berwick	...	17 0 6	186 0 0	290 16 6	...	10 1 6	...
Ormiston	...	...	2 0 0	8 11 6	...	...	...
Pencaitland	...	...	102 0 0	200 16 10	...	...	...
Preston	...	...	60 0 0	108 12 6	...	...	...
Prestonkirk	120 14 2	...	121 16 0	208 8 0	...	8 15 0	...
Tranent	17 5 4	10 7 0	309 12 0	488 8 6	6 18 0	...	...
Saltoun	140 18 10	...	56 12 0	97 12 6	...	...	...
Spott	...	...	46 16 0	79 19 0	...	...	...
Stenton	...	...	58 16 0	100 13 0	...	...	...
Tranent	283 6 7	56 7 5	188 12 0	323 16 2	130 1 0	...	...
Whitekirk and Tyninghame	...	...	80 12 0	144 3 4	...	...	...
Whittinghame	...	...	29 8 0	49 13 6	...	...	...
Yester (Combe)	26 10 4	...	8 8 0	11 16 2	...	...	...
Yester	...	0 18 0	80 8 0	144 1 0	...	...	...
Total of Haddington	1,527 6 9	84 18 2	2,104 4 0	3,282 16 ...	159 10 9	41 19 6	...

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
18 0 0	143 9 11	3	...	...	...	...	...	...	365 11 7	0 13 10
...	106 15 4	6	...	...	...	...	...	...	186 8 4	...
...	270 2 0	10½	...	...	...	...	...	1 14 6	550 1 4	50 18 2
							0 14 2	...	243 1 7	84 17 0
...	126 3 9	6	...	2 3 3	...	...	...	4 4 11	199 9 11	...
...	116 17 6	8½	...	...	...	...	1 0 9	*330 0 0	1,574 3 5	407 12 4
...	500 0 0	4¼	...	...	...	...				
								10 0 0	250 13 6	4 16 8
...	150 0 0	1/0¾	...	...	...	...	...	...	372 2 5	...
...	140 0 0	5½	...	...	...	...	...	†160 2 4	1,796 17 4	...
...	625 19 7	8½	...	...	...	...				
								...	736 8 8	114 15 4
...	376 1 8	6	...	...	...	...	0 16 3	21 5 0	5,157 15 5	395 3 4
...	1,650 0 0	9	...	2 0 0	...	...	...	...	394 8 6	90 18 0
...	200 0 0	5½	...	...	...	...				
								...	374 2 6	5 8 6
...	220 0 0	6	...	...	...	...	...	...	451 2 10	25 17 10
...	222 14 3	5	...	...	...	...	...	...	366 11 11	...
...	96 13 5	5	130 0 0	...	...	...	...	...		
				...				2 10 0	576 14 4	279 6 10
46 0 0	127 19 10	2½	...	...	...	...	...	...	123 8 5	2 10 4
8 0 0	91 4 5	2¾	...	5 0 0	...	...	...	8 0 0	191 16 2	...
...	43 15 2	5	...	...	...	...	...			
								...	703 5 10	...
...	386 13 10	5	...	...	...	...	...	...	271 4 1	...
...	130 0 0	6	...	...	...	...	...	...	539 16 0	13 13 6
4 0 0	230 0 0	4	...	...	...	...	...	...		
...	168 15 10	8	...	...	...	...	...	10 4 8	333 8 3	...
2,539 9 6	48,725 3 0	...	31,581 0 0	313 1 10	137 11 9	1 19 6	10 3 10	1,269 8 2	149,899 5 2	3,322 16 6
								...	781 17 9	...
...	50 0 0	1¼	200 0 0	31 4 5	...	...	...	...	418 1 8	...
...	157 5 7	4	...	...	...	...	...	...	163 8 8	...
...	70 0 0	6	...	...	...	...	...	...		
							0 3 3	...	1,554 1 0	...
...	506 4 0	9	650 0 0	...	...	...		...	1,170 16 8	23 9 1
...	325 0 0	6	...	80 0 0	...	0 5 0	...	...	1,343 9 1	21 7 11
...	325 0 0	4	600 0 0	...	...	...	...	0 10 0		
								...	300 1 6	12 12 5
...	200 0 0	7	...	...	...	...	...	...	903 12 2	...
...	550 0 0	10	...	...	...	...	...	...	2,022 9 9	...
...	1,135 10 7	‡...	...	...	...	0 7 6	...	21 8 8		
								...	460 7 0	...
...	205 0 0	8½	...	...	...	...	...	...	274 4 8	50 4 4
...	119 3 8	4	...	...	...	...	...	...	180 9 5	...
...	121 11 11	1/1	...	...	...	...	...	...		
								...	1,010 1 0	56 0 5
...	500 0 0	5	...	...	...	...	...	7 16 4	265 7 10	27 13 5
...	120 0 0	6½	...	...	...	...	...	33 8 9	874 9 8	...
...	280 0 0	11	...	38 4 1	...	...	...			
								...	433 3 11	...
...	264 11 5	8⅛	...	...	...	...	...	0 5 0	906 12 3	...
...	450 0 0	8	...	4 13 0	...	...	...	...	1,207 8 0	...
...	288 17 2	6	...	65 0 0	...	...	...			
								7 14 1	628 5 0	39 5 2
...	209 0 7	11	100 0 0	5 12 0	...	...	...	4 9 3	279 4 9	42 16 7
...	156 0 6	7	...	1 0 0	...	...	...	19 8 3	635 9 1	93 1 0
...	451 12 10	1/10	...	...	...	...	...			
								11 15 0	2,653 13 6	...
...	450 0 0	4	...	200 0 0	...	2 15 0	...	0 9 9	510 7 3	101 10 0
...	298 14 8	8	...	1 7 6	...	...	...	...	234 1 0	76 13 11
...	145 0 0	6	...	...	...	...	...	...	66 14 7	16 0 0
...	...	...	...	...	20 0 0	...	...	...	475 4 1	317 15 11
...	200 0 0	7	...	...	49 17 1	...	...	...		
...	7,578 12 11	...	1,550 0 0	388 16 11	168 1 2	3 7 6	0 3 3	107 5 1	19,753 1 3	878 10 2

*Compensation from Dundee Board for Territory. †Compensation from Broughty Ferry for Barnhill District, £140.
‡ Classification.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation (Customs and Excise) Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS.							
MAINLAND.							
Abernethy	...	...	99 12 0	240 5 0	...	...	...
Alvie	...	...	63 0 0	171 1 6	...	...	...
Ardersier	...	...	72 12 0	110 10 0	...	...	...
Boleskine and Abertarff	347 2 4	3 2 5	71 8 0	149 13 6	...	...	...
Daviot and Dunlichty	18 18 1	...	75 0 0	197 9 0	...	...	...
Dores	...	...	73 4 0	161 13 0	...	...	...
Duthill and Rothiemurchus	...	...	160 16 0	332 14 6	...	...	...
Glenelg	...	1 13 3	198 8 0	313 5 2	...	...	...
Glengarry	15 13 5	2 15 7	62 12 0	211 12 9	...	...	...
Insh	...	...	19 16 0	56 2 0	...	...	...
Inverness (B.)	...	0 3 10	1,171 16 0	1,913 17 2	...	33 2 6	...
Inverness (L.)	508 7 11	...	250 6 0	450 7 0	...	...	...
Kilmallie	148 6 5	1 1 11	234 12 0	554 7 8	...	...	7 19 0
Kilmonivaig	230 14 9	7 11 2	96 12 0	241 7 0	...	...	...
Kilmorack	3 4 9	...	164 8 0	347 15 0	...	8 18 0	...
Kiltarlity	159 18 5	...	157 16 0	339 13 6	...	...	...
Kingussie	153 12 10	...	171 12 0	406 18 6	...	5 4 0	...
Kirkhill	102 7 11	...	116 8 0	229 10 0	...	...	...
Laggan	...	...	78 12 0	210 2 6	...	...	...
Moy and Dalarossie	293 11 10	...	34 4 0	92 12 0	...	...	...
Petty	32 1 1	...	114 12 0	234 19 9	...	...	...
Urquhart and Glenmoriston	261 2 10	41 16 9	173 8 0	407 4 0	...	...	...
INSULAR.							
Barra	457 2 5	...	181 16 0	345 16 0	80 1 10	...	4 0 10
Bracadale	44 8 0	1 5 8	69 0 0	166 16 6	...	...	...
Duirinish	551 16 0	...	369 12 0	784 0 0	135 11 6	1 8 7	...
Harris	370 6 8	3 18 7	354 12 0	815 14 6	248 1 1	...	...
Kilmuir	4 12 2	0 7 0	116 8 0	261 2 6	45 7 5	3 12 0	2 2 0
North Uist	111 12 11	25 18 9	371 8 0	632 11 6	112 17 1	...	6 3 3
Portree	80 16 5	...	217 8 0	712 4 0	69 1 4	11 9 6	...
Sleat	185 7 10	4 15 8	150 0 0	291 19 6	52 13 6	...	...
Small Isles	24 18 6	...	31 16 0	87 8 6	...	...	...
Snizort	139 3 2	1 0 10	100 8 0	349 4 6	52 10 11	2 17 0	...
South Uist	442 19 5	3 8 4	496 16 0	810 14 6	184 14 11	5 10 9	8 1 6
Stenscholl	230 4 1	...	130 16 0	267 9 0	62 9 9	2 2 0	...
Strath	458 16 2	0 8 6	222 0 0	466 3 0	74 19 2	3 4 6	...
Total of Inverness	5,411 18 10	98 3 0	6,412 14 0	13,355 3 6	1,118 8 6	76 0 10	27 17 7
KINCARDINE.							
Arbuthnott	...	...	49 16 0	85 19 6	...	...	11 18 8
Banchory-Devenick	114 18 5	...	219 12 0	358 0 0	...	...	23 2 9
Banchory-Ternan	...	25 8 11	228 12 0	431 10 0	...	21 2 5	30 19 7
Benholme	...	...	176 8 0	259 3 3	...	2 12 0	14 0 7
Bervie (including B.)	1 19 7	...	285 12 0	394 13 10	74 0 0	...	6 6 4
Dunnottar	296 8 5	...	273 12 0	449 7 0	34 6 1	...	30 16 8
Durris	4 5 5	7 12 0	75 0 0	119 8 0	...	8 10 0	14 18 7
Fetteresso	77 12 2	1 15 0	102 12 0	162 10 6	...	...	18 1 3
Fetteresso and Inchbreck	44 14 5	...	443 16 0	794 6 0	...	33 11 0	61 4 2
Fordoun	...	1 5 6	155 8 0	243 14 2	...	...	32 5 5
Garvock	13 7 2	...	27 0 0	3 16 0	...	...	7 0 4
Glenbervie	10 12 6	...	88 4 0	146 18 3	...	4 0 0	14 11 0
Kinneff and Catterline	8 2 10	...	69 12 0	127 4 0	...	...	10 15 6

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
50 0 0	464 0 0	9	...	32 0 9	...	...	...	39 0 7	924 18 4	...
...	107 2 0	4	...	...	8 0 0	...	...	3 7 0	352 10 6	115 5 5
...	140 0 0	1/	...	...	...	...	...	...	323 2 0	...
...	190 12 1	5	...	...	...	...	0 12 6	...	762 9 10	...
...	400 0 0	9	...	50 0 0	...	...	...	...	736 4 1	...
...	335 6 0	1/	...	...	...	...	...	...	570 3 0	89 15 10
...	450 0 0	10	...	25 4 7	...	...	...	3 1 9	961 16 10	256 11 6
...	419 5 7	1/2	...	...	...	...	...	0 12 4	863 4 4	61 2 4
...	94 5 9	3	...	...	12 19 0	...	...	0 4 0	400 2 6	16 4 4
...	106 7 6	4	...	...	...	...	...	35 10 6	217 16 0	3 10 7
30 0 0	2,400 0 0	9	3,300 0 0	...	...	...	...	24 0 0	8,870 19 6	1,130 18 11
...	850 0 0	10	...	...	...	...	...	3 14 11	2,062 15 10	127 3 4
49 19 4	735 0 0	7	...	19 9 8	...	0 4 0	...	90 16 10	1,841 7 10	163 13 5
...	275 19 2	4	...	...	...	...	...	...	852 4 1	...
...	350 0 0	6	...	...	...	...	...	7 16 0	882 1 9	103 18 4
...	218 4 7	5	...	...	27 5 4	...	...	3 0 0	905 17 10	...
...	358 7 3	6	450 0 0	...	10 0 0	...	...	63 0 0	1,620 14 7	...
...	110 0 0	3	...	...	...	...	...	...	558 5 11	...
50 0 0	437 0 4	9	...	...	...	...	0 8 11	...	775 14 10	145 15 3
...	242 11 5	6	...	...	...	...	...	...	663 8 2	...
...	129 14 0	4	...	...	...	...	...	...	511 6 10	...
50 0 0	430 0 0	9	...	...	27 4 9	...	1 1 5	...	1,381 17 9	...
...	81 17 7	9	...	...	...	...	...	*34 14 6	1,185 9 2	...
...	107 17 4	6	...	...	...	...	...	4 0 0	393 7 3	74 15 7
50 0 0	94 0 0	6	150 0 0	...	...	2 9 6	...	...	2,138 15 7	...
50 0 0	192 8 10	10	...	...	...	...	0 17 0	†50 0 0	2,085 18 8	...
...	120 0 0	1/5½	...	...	...	0 7 6	...	‡23 0 0	576 18 7	...
...	450 0 0	1/6	...	...	...	2 0 0	...	94 0 0	1,806 11 6	177 12 3
50 0 0	513 12 2	1/2	...	...	...	0 7 6	...	63 0 0	1,817 18 11	...
...	169 6 2	1/1	...	...	...	...	...	...	854 2 8	...
...	146 11 11	1/	...	...	...	...	...	...	290 9 11	...
50 0 0	215 0 0	1/3½	...	...	...	1 0 0	0 12 4	...	971 17 3	...
50 0 0	245 18 5	10	...	...	...	0 7 6	...	10 16 0	2,168 7 4	...
...	42 9 3	5	360 0 0	...	...	6 15 0	...	30 0 0	1,122 5 1	...
50 0 0	229 13 10	1/	...	...	...	1 12 6	5 18 6	...	1,512 11 2	...
529 19 4	11,852 11 2	...	4,260 0 0	126 15 0	85 9 1	15 3 6	9 10 8	583 14 5	43,963 15 5	2,466 7 1
...	163 19 5	6	...	...	...	...	...	...	311 13 7	...
...	300 0 0	6¼	...	36 13 9	...	...	...	§192 3 5	1,244 10 4	...
150 0 0	642 8 4	7½	200 0 0	...	...	...	...	...	1,738 15 10	206 4 2
...	210 0 0	6¾	...	...	...	...	...	...	662 3 10	...
...	321 13 2	1/	...	...	...	...	...	3 0 1	1,057 5 0	...
...	479 11 8	11	...	...	...	...	...	9 3 5	1,563 5 0	...
...	269 1 9	7½	...	...	...	...	...	...	493 16 3	...
...	258 19 0	6¼	...	2 4 0	...	...	...	9 8 0	623 2 0	...
...	1,043 8 2	8	100 0 0	...	10 10 0	...	...	10 4 2	2,531 12 11	20 2 1
...	558 5 8	8½	...	...	...	...	...	...	990 18 3	392 0 3
...	80 19 10	4½	...	...	...	...	...	...	132 11 5	88 2 10
...	209 11 1	7	...	...	...	...	...	...	473 16 4	...
...	240 19 6	10	...	...	...	...	...	...	456 13 10	...

* Probate Duty Grant under Department Minister of 28th February 1893, £32, 10s.
† Subsidy from Lady Scott, £50.
‡ Probate Duty Grant under Department Minute.
§ From Peterculter under Boundary Award.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1893	Fees. School Fees and Books, &c., sold to Children.	Fees. Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department. (a) Annual Grants.	Grants from Scotch Education Department. (b) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KINCARDINE—*contd*							
Laurencekirk	89 5 0	...	192 0 0	226 1 0	...	20 14 0	20 18 4
Maryculter	29 16 10	...	88 4 0	140 15 6	...	...	11 13 7
Marykirk	...	...	125 4 0	175 14 0	...	7 17 6	19 4 7
Nigg	245 17 5	5 10 0	405 12 0	457 7 6	...	6 18 0	22 3 2
St. Cyrus	...	...	119 8 0	190 18 6	...	5 16 0	27 17 6
Strachan	117 6 6	...	54 12 0	102 14 0	...	...	9 13 11
Total of Kincardine	1,054 6 4	41 6 5	3,150 4 0	5,160 0 6	108 6 1	105 10 11	288 0 9
KINROSS.							
Cleish	24 3 5	...	48 0 0	95 16 6	...	...	...
Fossoway and Tullibole	...	...	67 4 0	147 15 6	...	...	...
Kinross	32 6 11	...	196 8 0	321 12 0	...	12 17 0	...
Orwell	...	...	50 5 0	74 15 6	...	...	...
Portmoak	...	...	48 12 0	78 11 0	...	...	
Total of Kinross	56 7 4	...	411 12 0	718 10 6	...	12 11 0	
KIRKCUDBRIGHT.							
Anwoth	...	...	81 12 0	165 16 0	...	...	0 6 0
Balmaclellan	...	...	66 8 0	143 1 0	...	...	...
Balmaghie	32 5 5	...	62 8 0	110 5 0	...	...	1 13 0
Bargrennan	...	...	43 4 0	92 13 0	...	...	...
Borgue	17 19 11	...	112 16 0	213 4 6	...	...	...
Buittle	24 19 0	...	63 12 0	130 4 6	...	...	4 16 0
Carsphairn	0 9 6	...	18 0 0	43 14 6	...	...	...
Colvend	38 0 11	...	102 0 0	191 19 6	...	...	...
Cornock	37 3 10	...	45 0 0	82 13 0	...	...	1 7 3
Crossmichael	...	...	106 16 0	204 15 0	...	6 7 0	2 2 0
Dalry	25 5 0	...	81 0 0	171 9 0	...	...	2 5 8
Girthon	...	...	76 16 0	140 16 10	...	...	...
Irongray	18 19 3	...	67 16 0	120 5 0	...	...	...
Kells	...	8 4 11	66 12 0	121 11 6	...	...	0 3 0
Mossdale (Comb.)	...	...	36 8 0	57 19 0	...	...	...
Kelton	...	51 16 3	208 0 0	397 8 4	...	...	0 9 0
Kirkbean	...	...	84 0 0	151 9 0	...	...	...
Kirkcudbright (including B.)	48 14 1	1 15 0	200 10 0	417 5 3	...	...	2 2 0
Kirkgunzeon	20 5 8	...	41 8 0	83 10 6	...	...	2 5 8
Kirkmabreck	...	...	170 8 0	268 12 6	...	...	3 18 0
Kirkpatrick-Durham	...	...	70 4 0	244 4 6	...	...	0 15 0
Lochrutton	23 15 4	...	37 4 0	79 0 0	...	...	...
Minnigaff	...	...	122 12 0	201 19 1	...	...	2 2 0
New Abbey	...	...	96 0 0	164 8 0	...	4 3 6	1 7 6
Parton	...	...	28 16 0	60 7 0	...	...	0 9 0
Borrick	67 5 8	...	151 16 0	277 13 6	...	4 3 6	4 4 0
Terregles	42 3 7	...	24 0 0	36 0 6	...	...	...
Tongland	65 5 4	...	55 16 0	84 4 6	...	...	0 15 0
Troqueer	...	...	209 12 6	720 18 6	...	...	0 15 0
Twynholm	...	...	72 12 6	117 2 0	...	...	1 13 6
Urr	...	...	426 0 0	748 2 6	...	14 13 6	21 1 6
Total of Kirkcudbright	527 12 6	61 16 3	3,469 6 6	6,260 7 6	...	39 6 6	54 7 6

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	296 5 0	7	...	...	229 17 8	...	...	12 17 1	1,187 18 1	...
...	176 13 6	6	...	...	...	...	...	...	447 7 11	...
...	390 0 0	9	...	...	...	...	...	23 4 0	731 4 1	...
...	700 0 0	8½	...	...	...	...	...	*59 15 2	2,103 12 3	...
...	325 0 0	5½	296 4 8	...	...	...	...	...	965 4 2	...
...	181 19 7	8½	...	...	...	...	...	0 12 0	466 17 0	...
150 0 0	6,848 15 8	...	596 4 8	38 17 9	240 7 8	...	...	320 7 4	16,182 8 1	706 9 4
...	80 0 0	4	...	...	...	...	...	...	247 19 11	...
...	250 0 0	6	...	15 0 0	14 5 8	...	...	...	494 5 2	39 11 11
...	250 0 0	4	...	...	...	...	...	3 18 4	817 13 3	...
...	180 0 0	2½	...	...	...	...	...	...	305 3 6	70 1 8
...	140 0 0	3½	...	...	...	...	...	1 19 0	269 2 0	43 5 3
...	900 0 0	...	...	15 0 0	14 5 8	...	...	5 17 4	2,134 3 10	152 18 10
...	120 0 0	5½	...	23 17 8	28 1 5	...	...	...	409 13 1	13 13 2
...	229 16 8	6½	...	40 0 0	...	...	...	...	481 5 8	...
...	250 0 0	7	...	...	...	...	...	...	456 11 11	5 14 6
...	182 18 10	7	...	11 6 10	...	...	...	...	330 2 8	58 15 2
...	220 0 0	4½	...	86 5 6	...	...	...	...	655 1 11	163 10 10
...	215 0 0	5	...	9 0 5	...	...	...	...	432 15 11	...
...	151 1 0	4	...	12 10 0	...	...	...	...	225 15 0	...
...	280 0 0	7	...	...	...	...	...	...	612 0 5	24 3 6
...	97 0 3	4	...	...	...	...	...	17 10 0	330 14 4	...
...	317 19 1	6	...	...	...	...	...	...	637 19 1	112 12 7
...	258 11 5	6	...	30 0 0	18 11 2	...	...	...	587 1 10	...
...	250 0 0	8	...	...	...	...	...	...	467 12 10	7 4 0
...	185 16 11	4½	165 2 3	0 8 0	...	...	...	...	558 7 5	13 4 10
...	286 16 5	7	...	12 10 0	...	...	...	5 12 9	501 10 7	22 11 3
...	...	...	...	...	54 11 4	...	...	...	138 18 4	26 19 11
190 0 0	550 0 0	6	...	...	...	0 5 0	0 7 6	...	1,786 4 1	...
...	158 12 2	5½	204 7 4	33 11 7	...	...	...	2 0 0	634 0 1	100 18 4
...	550 0 0	7	500 0 0	...	...	...	...	0 10 2	1,759 16 6	...
...	132 17 7	4½	...	...	...	...	...	1 0 0	291 6 9	...
...	170 0 0	4½	...	45 0 0	...	...	...	5 0 0	647 18 6	240 8 1
...	181 6 0	6	...	...	...	...	...	...	506 9 6	57 1 0
...	60 0 11	2	...	2 13 0	...	...	...	3 3 0	210 16 3	35 4 6
...	200 0 0	5	...	1 14 1	...	...	...	3 4 6	532 11 8	269 2 5
...	367 0 0	9½	...	7 18 4	...	...	...	...	640 12 10	43 7 1
...	120 0 0	6	...	...	...	...	...	...	209 12 0	60 1 9
...	359 19 10	5½	...	...	...	...	...	8 9 7	873 10 1	...
...	129 0 0	6	...	...	...	...	...	...	231 4 1	...
...	150 0 0	3½	...	...	...	...	...	...	356 0 10	...
...	780 0 0	6	...	...	...	...	...	5 9 11	1,925 14 11	41 2 8
...	250 0 0	8½	...	...	...	...	...	...	441 7 0	24 1 2
175 0 0	690 0 0	7	...	8 0 0	36 17 8	1 10 0	...	...	2,115 4 8	...
365 0 0	7,893 17 1	...	869 9 7	324 15 5	138 1 7	1 15 0	0 7 6	51 19 11	19,988 0 9	1,259 11 9

* Rents £58.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK.							
Airdrie (B.)	...	244 3 9	1,371 0 0	2,196 0 6	543 9 0	107 3 6	109 10 3
Avondale	145 8 0	...	405 0 0	756 9 6	...	32 0 6	18 18 0
Biggar	...	...	191 8 0	360 13 6	...	...	...
Blantyre	203 16 6	113 4 5	784 16 0	1,374 7 1	...	43 0 0	94 0 0
Bothwell	1,189 9 11	421 8 7	2,353 4 0	4,153 10 9	...	122 0 6	265 0 0
Cadder	...	78 5 8	697 4 0	994 12 6	...	35 15 0	...
Calderhead	...	13 19 4	185 8 0	328 6 6	...	9 15 6	...
Allanton (Comb.)	8 14 2	...	65 8 0	101 9 8	...	...	...
Cambuslang	2,275 0 5	367 4 0	1,335 12 0	2,373 14 0	...	94 6 6	120 0 0
Cambusnethan	...	34 10 6	1,312 16 0	2,225 17 9	...	56 13 0	120 0 0
Carluke	...	179 6 0	737 8 0	1,152 10 1	...	98 14 6	...
Carmichael	13 7 8	...	38 8 0	84 4 0	...	...	...
Carmunnock	...	8 13 9	55 4 0	104 9 0	...	5 18 0	...
Carnwath	...	70 0 1	504 5 0	771 2 11	...	5 2 0	...
Carstairs	77 6 6	...	88 16 0	167 14 0	...	5 2 6	...
Clarkston	...	61 0 5	799 16 0	1,380 16 0	81 9 5	55 16 6	97 18 9
Covington and Thankerton	...	...	31 16 0	70 9 0	...	...	...
Crawford	44 9 3	...	60 12 0	145 4 0	...	...	...
Crawfordjohn	116 14 11	...	79 12 0	172 4 0	...	...	...
Culter	15 2 4	3 10 2	23 16 0	57 12 6	...	...	...
Dalserf	...	39 19 2	267 8 0	490 10 6	...	15 7 6	...
Dalziel	...	106 6 5	1,042 16 0	3,135 14 7	...	189 18 9	62 0 0
Dolphinton	0 19 5	...	30 12 0	61 17 0	...	...	...
Douglas	97 8 7	...	256 16 0	382 9 1	...	19 4 6	...
Dunsyre	15 13 11	1 19 8	13 16 0	30 9 0	...	...	...
East Kilbride	...	53 4 1	242 8 0	432 19 0	...	16 2 0	77 19 9
Glasgow (B.)	5,538 17 3	10,165 7 3	33,321 12 0	61,021 8 11	...	4760 15 2	...
Glassford	24 6 1	...	127 4 0	200 7 6	...	...	...
Govan	5,100 5 0	6,233 12 4	10,561 4 0	19,377 16 3	...	1065 14 0	...
Hamilton (B.)	...	176 11 9	1,010 8 0	1,506 4 0	...	46 5 6	...
Hamilton (L.)	810 8 2	211 2 4	1,479 12 0	2,541 17 8	...	174 3 0	244 0 0
Lanark (B.)	132 16 0	90 15 3	493 4 0	880 19 2	134 1 5	64 16 6	...
Lanark (L.)	117 7 2	...	103 16 0	133 3 6	...	...	...
Larkhall	...	293 10 11	805 16 0	1,470 13 7	180 0 0	78 3 6	71 0 0
Leadhills	...	...	96 12 0	177 7 0	96 1 7	5 0 0	...
Lesmahagow	1,470 9 0	146 0 7	927 0 0	1,503 4 9	...	...	...
Libberton	...	...	39 8 0	80 1 6	...	...	...
Maryhill	969 14 9	53 18 6	1,566 12 0	2,633 0 0	...	173 17 0	...
New Monkland	...	...	606 0 0	1,096 14 11	...	13 4 6	107 0 0
Old Monkland	...	755 18 11	2,515 8 0	4,027 1 1	...	754 5 6	258 0 0
Pettinain	...	2 16 6	15 12 0	71 13 0	...	...	...
Ruthergien (including B.)	...	540 6 2	1,152 0 0	1,976 14 5	...	91 18 0	...
Shettleston	2,440 0 4	3 19 6	812 8 0	1,426 11 0	...	62 14 0	...
Millerston (Comb.)	...	...	74 8 0	133 18 6	...	7 14 6	...
Shotts	...	127 2 6	670 16 0	1,110 6 0	...	30 18 0	...
Springburn	...	...	646 8 0	696 13 4	105 19 11	40 18 2	...
Stonehouse	...	54 7 11	279 0 0	477 9 9	46 15 9	...	...
Sandford (Comb.)	...	...	54 4 0	91 9 6	...	...	...
Symington	...	...	41 8 0	73 7 0	...	...	...
Walston	...	...	21 0 0	77 7 0	...	...	...
Wandell and Lamington	31 10 9	...	19 4 0	44 3 0	...	...	...
Wiston and Roberton	36 4 5	...	37 4 0	96 1 0	...	...	...
Total of Lanark	21,875 11 4	20,736 3 0	71,172 16 0	126,292 2 10	1,107 17 1	8,329 9 1	1,659 16 9

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
324 4 6	1,300 0 0	8	...	...	...	...	...	21 9 6	6,219 0 6	1,087 8 11
140 1 0	874 13 6	6	...	...	...	...	...	7 7 3	2,376 9 9	...
50 0 0	255 0 0	6	...	57 1 9	...	...	...	7 8 2	911 10 11	82 6 5
24 3 0	1,350 0 0	8	...	...	...	3 7 6	...	*41 9 11	4,037 4 5	..
329 8 6	4,800 0 0	8	...	...	...	4 7 6	...	†302 0 11	14,080 10 8	...
70 0 0	1,900 0 0	11	3,000 0 0	...	...	...	...	0 15 0	6,716 13 2	...
27 12 0	507 10 2	6½	...	...	13 9 6	1 19 0	...	7 17 9	1,095 17 9	102 5 5
...	...	...	...	...	80 0 0	...	...	...	255 11 11	...
227 13 0	3,650 0 0	10½	...	...	...	6 2 6	23 5 6	‡93 14 8	10,645 12 7	616 16 7
250 1 6	2,800 0 0	11	...	...	...	...	...	§52 6 7	6,852 5 4	4,564 18 1
100 0 0	1,000 0 0	6¼	980 0 0	...	...	...	...	35 13 0	4,233 11 7	738 19 6
...	70 0 0	1¼	...	...	...	...	...	...	205 19 8	...
30 0 0	431 7 5	8	...	...	...	...	...	1 8 6	637 0 8	117 11 4
...	900 0 0	7	1,500 0 0	...	...	...	...	||84 0 0	3,923 13 0	...
...	137 4 2	2½	...	...	...	...	0 12 1	...	466 15 3	...
36 4 6	901 3 4	5½	1,028 0 0	...	11 8 9	3 10 0	...	20 0 0	4,477 3 8	...
...	101 11 2	5	...	8 5 11	...	...	...	...	212 2 1	...
...	376 2 11	5	...	...	...	...	...	...	626 8 8	...
...	248 12 8	6	...	...	...	...	...	...	616 3 7	...
...	139 0 3	6	...	...	...	...	...	1 9 0	245 10 9	3 13 6
21 0 0	468 0 6	8	...	...	...	...	...	1 6 2	1,323 11 10	56 2 11
243 3 6	3,700 0 0	11½	3,750 0 0	4 13 0	14 0 0	2 0 0	...	10 2 0	12,862 14 3	...
...	98 1 7	9	...	18 6 6	11 8 4	...	...	...	221 4 10	...
50 0 0	560 0 0	7	...	...	3 2 6	...	2 11 10	6 1 0	1,377 13 6	187 8 10
...	55 0 0	3½	...	...	...	...	...	...	125 11 7	...
27 12 0	750 0 0	6½	...	...	...	...	...	20 3 0	1,620 7 1	43 2 3
8,100 0 0	95,562 19 1	8¾	49,500 0 0	56 18 4	...	69 11 0	...	¶816 18 8	269,904 7 8	...
...	250 0 0	7	300 0 0	...	5 12 0	...	...	...	907 9 7	78 14 3
2,632 9 3	22,400 0 0	8	22,566 0 0	...	..	38 16 0	88 13 7	**461 0 0	91,225 10 11	...
...	1,850 0 0	8½	4,500 0 0	...	...	0 15 6	...	††327 4 0	9,417 8 9	1,262 11 8
79 7 0	3,140 0 0	5½	3,245 0 0	...	...	4 15 6	4 2 10	‡‡34 1 2	11,968 4 8	...
150 0 0	300 0 0	4	...	140 0 0	...	0 17 6	4 1 7	14 12 6	2,386 4 6	...
...	300 0 0	4	...	...	...	...	0 9 2	2 4 8	657 0 6	...
81 8 0	735 3 8	7	...	...	...	...	1 14 3	5 0 6	3,710 10 5	...
...	132 6 6	1/	...	1 14 0	...	...	...	...	439 1 1	...
50 0 0	1,900 0 0	7½	...	...	...	...	...	4 3 2	6,000 17 6	...
...	110 0 0	4	...	...	...	...	...	...	219 9 6	20 4 6
250 0 0	3,400 0 0	8¾	...	...	...	...	9 2 3	15 16 0	9,038 18 6	...
...	1,000 0 0	6	...	...	...	6 5 0	...	8 11 2	2,897 15 7	258 13 0
348 7 6	4,200 0 0	6	5,700 0 0	...	...	12 9 6	9 3 3	§§2,909 19 10	21,518 13 7	...
...	65 0 0	5	...	0 8 10	...	...	...	...	155 10 4	5 15 3
140 0 0	1,940 0 0	7	400 0 0	40 0 0	...	2 0 0	...	|||166 3 6	6,469 2 2	58 2 7
140 0 0	2,000 0 0	1/1⅓	4,200 0 0	5 12 3	...	1 5 0	35 12 8	18 5 1	12,146 7 10	...
...	...	...	...	...	138 14 10	...	...	3 1 10	357 17 8	217 4 8
51 15 0	1,100 0 0	7	1,600 0 0	4 18 0	...	...	1 7 9	17 4 9	4,724 8 0	283 1 4
80 0 0	950 0 0	1/0½	...	...	134 10 0	...	...	0 18 2	2,664 7 7	1,329 9 8
20 14 0	336 15 3	7	...	...	...	...	...	10 5 0	1,225 1 8	...
...	...	...	...	...	162 4 11	...	...	...	257 18 5	91 0 5
...	90 0 0	3½	...	...	...	...	...	...	204 15 0	...
...	80 8 8	7	...	...	...	...	...	...	178 15 8	28 2 10
...	80 0 0	3	...	...	...	...	...	...	175 17 9	...
...	136 18 9	4½	...	...	...	...	...	...	306 8 5	11 5 6
14,075 4 3	169,432 19 7		102,249 0 0	337 18 7	574 10 10	158 1 6	180 16 9	5,530 2 5	545,524 12 3	11,744 19 5

* Proceeds of Musical Demonstration, £35, 16s. 11d. † Piano and Shorthand Classes, £126, 5s. 6d. ‡ Rents, £70, 13s. 6d.
§ Rents, £20, 5s. 2d. || Rents, £84. ¶ Rents, £535, 14s. 10d. ** Sale of Property, £308, 10s. 3d.
†† Mineral Rents, £271, 10s. 11d. ‡‡ Rents, £26, 18s. 10d. §§ From Bargeddie Sessional School Fund, £2115, 13s. 4d.
||| Rents, £97, 19s. 5d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation (Customs and Excise) Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW.							
Abercorn	11 1 4	16 9 4	60 12 0	93 4 0	...	...	...
Bathgate (B.)	41 3 0	...	...	...	...	...	...
Bathgate (Comb.)	...	...	196 4 0	315 1 1	..	16 1 0	...
Bathgate (L.)	...	8 10 0	414 12 0	616 1 6	..	20 4 0	...
Borrowstounness	... 1	114 12 9	708 12 0	1,158 3 0	..	32 17 6	95 18 2
Carriden	...	42 4 9	236 8 0	339 10 6	..	...	...
Dalmeny (including B. of Queensferry)	204 8 5	...	248 8 0	418 15 0	..	...	...
Ecclesmachen	...	...	60 0 0	106 18 6	...	...	
Craigbinning (Comb.)	1 15 5	...	27 0 0	42 8 0	...	...	...
Kirkliston	...	...	339 12 0	545 15 11	.	...	25 0 0
Linlithgow (B.)	...	...	864 12 0	483 15 6	..	15 1 6	...
Linlithgow (L.)	...	...	350 8 0	619 18 6	..	...	...
Livingstone	26 19 2	...	150 12 0	218 8 0	..	...	...
Torphichen	...	...	177 12 0	233 16 0	..	2 12 0	...
Uphall	111 5 4	...	723 12 0	1,079 12 6	...	..	10 0 0
Whitburn	150 18 1	11 16 0	325 4 0	563 10 11	..	16 7 0	...
Total of Linlithgow	549 10 9	193 12 10	4,260 8 0	6,814 16 11	...	103 15 0	130 18 2
NAIRN.							
Ardclach	80 18 0	...	45 12 0	114 4 0	...	...	10 0 0
Auldearn	...	...	75 0 0	113 14 0	...	...	10 0 0
Cawdor	3 7 1	...	118 4 0	205 17 10	...	...	10 0 0
Croy and Dalcross	...	...	99 12 0	187 17 0	...	...	5 0 0
Nairn (B.)	...	...	375 0 0	662 1 8	90 10 6	19 0 0	...
Nairn (L.)	...	...	82 4 0	124 7 0	...	...	10 0 0
Total of Nairn	84 5 1	...	795 12 0	1,408 1 6	90 10 6	19 0 0	45 0 0
ORKNEY.							
Birsay and Harray	219 1 10	...	139 8 0	235 17 6	37 15 7	...	...
Cross and Burness and North Ronaldshay	...	...	90 12 0	171 8 6	...	...	...
Evie and Rendall	...	...	84 16 0	180 0 0	23 1 10	...	...
Firth and Stenness	256 1 11	...	108 16 0	218 0 0	34 7 8	...	...
Holm	69 5 11	...	64 4 0	114 12 0	18 11 2	...	...
Hoy and Graemsay	22 15 11	...	56 8 0	142 12 0	25 17 6	...	...
Kirkwall (B.)	...	85 6 0	400 16 0	586 2 6	...	6 19 0	...
Kirkwall (L.) and St. Ola	...	0 12 10	15 12 0	41 11 6	...	...	...
Lady	...	11 2 10	94 4 0	210 18 6	...	...	...
Orphir	12 18 3	...	36 4 0	170 6 6	24 12 6	...	...
Rousay and Egilshay	46 4 9	...	86 16 0	238 12 0	19 9 9	...	...
St. Andrews and Deerness	...	...	119 8 0	255 8 6	23 9 5	32 0 0	...
Sandwick	49 0 8	...	61 4 0	130 13 6	14 8 11	...	...
Shapinshay	...	0 15 1	74 8 0	171 10 0	...	...	...
South Ronaldshay and Burray	101 2 3	22 4 0	256 12 0	551 12 0	84 3 4	...	...
Stromness	...	4 10 2	205 16 0	527 0 0	75 7 0	14 4 0	...
Stronsay and Eday	...	...	137 8 0	251 13 6	11 1 9	...	...
Walls and Flotta	...	...	154 16 0	263 3 6	61 6 9	...	...
Westray and Papa Westray	63 4 10	...	136 12 0	460 9 0	122 14 10	...	...
Total of Orkney	949 18 4	124 10 11	2,473 0 0	5,075 11 6	704 1 9	53 3 0	...
PEEBLES.							
Drumelzier	19 8 1	...	15 12 0	40 19 0	...	...	...
Eddlestone	...	...	43 16 0	81 19 6	...	...	...
Kilbucho, Broughton, and Glenholm	14 2 10	...	39 8 0	96 18 0	...	...	...
Lyne and Manor	29 12 1	5 16 0	379 16 0	504 13 10	...	21 4 8	...

* No School under the Board

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	— Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	384 19 4	10	...	...	...	...	...	0 7 6	566 13 6	0 6 3
...	200 0 0	3¾	...	...	...	...	...	...	241 3 0	...
...	...	...	...	...	122 0 1	...	...	...	646 6 2	376 4 5
...	650 0 0	6½	...	...	...	...	...	*52 11 0	1,761 18 6	321 12 1
255 16 0	1,100 0 0	11	3,246 0 0	38 0 0	...	...	...	†41 0 0	6,790 19 5	...
...	300 0 0	7½	...	...	...	...	...	16 16 8	954 19 11	625 2 4
...	477 18 11	3	...	44 4 4	..	0 12 6	...	2 3 0	1,396 10 2	...
...	183 5 9	6	...	...	..	...	...	1 8 7	351 12 10	...
...	...	...	...	...	...	...	...	...	61 3 5	9 14 2
...	816 19 3	7	...	...	...	...	...	1 0 0	1,728 5 2	311 9 9
...	380 0 0	7½	...	...	...	...	...	...	1,114 1 0	452 15 10
...	730 0 0	7	...	...	...	0 5 0	...	15 6 4	1,715 17 10	466 19 4
...	275 0 0	5	...	...	...	...	...	...	672 19 2	...
...	360 0 0	8½	...	...	...	...	...	4 17 0	778 17 0	154 8 5
...	620 8 7	3	...	...	...	...	...	8 18 5	2,553 16 10	157 12 3
...	511 9 6	7	...	...	...	...	...	9 14 0	1,588 19 6	...
255 16 0	6,990 1 4	...	3,246 0 0	82 4 4	122 0 1	0 17 6	...	154 2 6	22,924 3 5	2,876 3 10
...	190 0 0	8½	...	77 13 0	...	...	...	22 12 6	540 19 6	...
...	190 0 0	5½	...	...	...	...	...	...	388 14 0	49 3 8
...	165 0 0	8	...	...	...	...	...	...	502 8 11	40 7 6
...	300 0 0	1/	...	...	...	...	...	...	592 9 0	25 12 2
...	453 0 0	11	...	7 2 2	...	0 15 0	...	1 17 6	1,600 6 10	530 5 0
...	171 0 5	8	...	...	...	...	...	...	387 11 5	54 1 6
...	§1,469 0 5	...	...	84 15 2	...	0 15 0	...	24 10 0	4,012 9 8	699 9 10
...	80 0 0	5½	...	...	7 10 0	...	...	1 0 0	880 12 11	...
...	176 19 1	1/2	...	...	...	...	...	30 0 0	468 19 7	193 9 2
...	144 13 8	1/	...	...	...	0 2 6	...	5 0 0	457 14 0	92 14 0
...	81 8 0	8½	...	...	...	...	2 16 9	‡45 10 0	842 2 2	...
...	90 0 0	1/1	...	5 18 4	...	...	...	...	360 11 4	...
...	8 8 10	6	...	...	...	...	...	...	266 2 3	...
...	512 0 0	11	...	...	...	...	...	62 19 6	1,654 3 0	665 1 6
...	87 0 0	5	...	...	...	...	...	...	144 16 4	...
...	145 0 0	1/2	...	...	...	...	...	...	461 5 4	256 12 5
...	33 4 4	4	...	20 0 0	0 13 11	...	...	...	354 19 6	104 3 7
...	72 0 0	7	...	25 0 0	...	...	...	...	490 2 6	...
...	70 0 0	6½	...	50 0 0	...	...	...	...	552 5 11	65 5 11
...	41 13 3	4	...	...	1 2 6	...	...	...	288 2 10	...
...	65 3 0	8	...	...	...	...	...	...	311 16 7	...
...	100 0 0	6	...	180 0 0	...	...	...	14 0 0	1,309 13 7	...
...	78 0 0	5	...	...	...	...	0 13 8	4 10 6	907 15 4	277 4 1
...	260 10 2	1/	...	70 0 0	...	...	...	1 12 6	732 5 11	27 15 8
...	47 10 7	6	123 0 0	...	...	...	...	...	749 16 10	209 9 2
...	95 15 8	6	...	6 6 2	...	...	4 8 4	...	888 10 10	93 17 1
...	2,189 6 7	...	123 0 0	357 4 6	7 10 0	1 18 11	7 18 9	164 12 6	12 121 16 9	1,985 12 7
...	95 0 6	7	...	9 10 5	...	...	...	4 18 7	176 3 7	...
...	220 9 5	5½	...	...	...	...	...	1 6 5	347 11 4	12 4 3
...	150 0 0	3¾	...	...	...	...	...	§37 10 0	337 18 10	...
...	525 0 0	8	...	...	...	...	...	8 4 0	1,525 11 7	...

* Rents, £16, 13s. 9d. † Rents, £26. ‡ Price of Old Buildings. § From Heritors.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education, under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLES—*contd.*							
Kirkurd	110 2 0	...	25 4 0	52 19 6	...	...	...
Lyne and Megget	...	...	20 8 0	42 16 6	...	...	...
Manor	...	...	27 12 0	60 8 6	...	...	...
Newlands	...	...	58 16 0	108 9 6	...	...	...
Peebles (including B.)	...	...	402 12 0	635 8 11	...	16 7 0	...
Skirling	...	...	26 4 0	58 0 6	...	...	...
Stobo	60 14 9	...	24 12 0	50 0 6	...	...	...
Traquair	2 7 5	...	40 4 0	57 2 0	...	...	...
Tweedsmuir	...	...	10 4 0	...	...	...	...
West Linton	...	...	48 12 0	67 2 0	...	...	...
Total of Peebles	236 2 2	5 16 0	1,156 0 0	1,915 3 3	...	37 11 3	...
PERTH.							
Aberdalgie	47 1 11	4 5 1	18 12 0	44 18 0	...	...	8 0 0
Aberfeyle	...	...	82 4 0	143 13 7	...	...	...
Abernethy	62 18 11	...	117 12 0	199 0 6	...	...	20 0 0
Abernyte	1 17 4	...	43 4 0	60 8 6	...	...	15 0 0
Alyth	102 19 0	1 6 0	278 0 0	528 19 6	...	17 12 0	...
Amulree	54 14 8	...	21 0 0	68 9 6	...	...	...
Ardoch	102 2 7	...	58 16 0	83 2 6	...	2 0 4	20 0 0
Arngask	6 10 8	...	42 0 0	65 18 6	...	2 14 6	10 0 0
Auchterarder	91 12 11	3 10 0	276 0 0	469 5 6	...	17 2 0	30 0 0
Auchtergaven	...	2 9 0	100 16 0	181 13 6	...	5 7 6	60 0 0
Stanley (Comb.)	72 19 0	...	105 12 0	182 14 6	...	7 13 0	25 0 0
Balquhidder	25 5 6	...	31 16 0	80 19 6	...	...	15 0 0
Bendochy	47 6 0	...	19 4 0	44 14 6	...	...	...
Blackford	51 6 0	...	100 4 0	173 15 0	...	...	26 0 0
Blair-Athol	391 9 1	...	134 8 0	329 6 0	...	4 13 0	...
Blairgowrie	7 10 3	2 0 0	244 8 0	661 15 0	...	26 14 0	15 0 0
Blairingone	...	...	37 4 0	63 10 0	...	...	...
Callander	42 12 0	75 15 0	136 16 0	228 10 0	...	9 8 0	35 0 0
Caputh	102 19 6	...	54 4 0	107 10 0	...	...	25 0 0
Cargill	28 16 8	...	101 8 0	180 10 0	...	...	19 19 6
Clunie	32 15 6	...	51 12 0	92 0 6	...	...	12 0 0
Coliace	12 18 4	...	55 16 0	91 18 6	...	...	12 0 0
Comrie	...	...	100 16 0	214 6 0	...	...	21 16 3
Cupar-Angus	...	...	226 8 0	390 4 6	...	11 17 6	...
Cuthil	...	3 2 5	286 16 0	453 11 2	...	5 19 6	...
Dron	6 3 3	...	23 8 0	21 15 2	...	...	...
Dull	...	...	249 0 0	502 13 6	...	10 7 0	45 0 0
Dunbarney	...	...	84 12 0	139 14 6	...	...	...
Dunblane	...	...	206 4 0	385 1 6	...	9 13 0	29 19 6
Dunkeld and Dowally	...	...	60 0 0	119 16 6	...	3 2 0	...
Dunning	...	...	106 16 0	186 7 6	...	2 13 0	15 0 0
Errol	141 15 5	...	119 8 0	160 2 6	...	...	60 0 0
Findo-Gask	...	...	30 12 0	55 14 0	...	...	...
Forgandenny	...	...	48 12 0	83 19 0	...	...	...
Forteviot	16 2 1	...	55 16 0	117 10 0	...	...	15 0 0
Fortingall	3 9 11	2 7 8	37 16 0	74 2 0	...	...	15 0 0
Fowlis, Wester	60 0 9	...	64 12 0	136 1 6	...	...	...
Gartmore	...	...	30 0 0	68 4 6	...	...	...
Glendevon	37 1 11	...	12 12 0	35 14 6	...	...	...
Inchture	...	...	60 0 0	100 1 0	...	...	40 0 0
Innerwick (Glenlyon)	26 6 6	2 10 0	16 0 0	51 9 6	...	...	...
Kenmore	180 11 5	...	130 12 0	153 8 0	...	...	15 0 0

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	125 14 10	10	...	...	...	...	...	...	314 0 4	...
...	70 4 3	10	...	...	...	...	...	*25 8 5	158 17 2	2 7 10
...	81 13 2	4½	...	...	...	...	...	...	169 13 8	42 3 8
...	300 0 0	9	...	...	...	...	...	...	465 5 6	15 9 6
...	1,000 0 0	9½	...	...	...	...	...	10 1 4	2,064 9 3	43 3 11
...	60 7 1	6	...	...	...	...	...	...	146 11 7	2 10 11
...	116 4 9	4½	...	...	...	...	...	...	251 12 0	...
...	166 17 6	6	...	...	...	...	...	15 13 11	282 4 10	...
...	169 12 1	7	...	...	...	...	...	...	179 16 1	...
...	300 0 0	6	...	...	...	...	...	21 12 0	437 6 0	14 0 0
	3,381 3 7	...	...	0 10 5	...	...		124 14 8	6,857 1 9	132 0 1
...	120 14 7	7	...	...	...	...	...	...	243 6 7	...
...	320 0 0	5	...	...	...	...	...	...	545 17 7	42 16 1
...	196 14 4	4	...	...	...	...	...	5 12 6	601 18 3	...
...	70 7 9	7	...	...	17 10 0	...	...	...	208 7 7	9 7 8
40 0 0	450 0 0	5½	...	...	...	...	...	23 12 10	1,442 17 4	...
...	155 16 2	4½	...	...	...	...	...	...	300 0 4	...
...	171 19 3	3	...	2 4 0	...	...	0 15 0	...	440 19 8	...
...	99 1 11	4	...	...	...	...	...	2 15 0	229 0 1	50 18 10
23 19 6	558 15 8	8	...	...	...	...	...	6 17 6	1,497 3 1	17 11 2
...	345 0 0	7	...	...	...	...	...	...	695 6 0	4 7 0
...	...	...	...	...	113 8 5	...	...	...	507 11 11	...
...	115 11 0	3	...	20 8 6	...	...	...	0 7 2	289 7 8	5 17 7
...	140 0 0	4	...	...	...	...	...	...	251 4 6	...
...	284 10 8	4½	...	...	...	...	...	10 1 5	644 17 1	...
16 0 0	351 6 6	3½	...	...	...	...	...	...	1,227 2 7	...
46 0 0	675 0 0	7	...	...	...	...	...	5 7 6	1,785 14 9	23 16 7
...	126 8 8	7	...	...	...	...	...	...	227 2 8	29 19 3
119 18 6	393 9 6	5	...	100 0 0	...	...	...	8 17 0	1,150 6 0	348 2 6
4 0 0	261 3 2	4	...	...	...	...	...	...	554 16 8	...
...	260 0 0	5	...	...	...	...	...	...	585 14 2	128 12 6
...	100 0 0	4	...	...	...	...	...	0 2 0	288 10 0	...
...	82 4 8	6	...	...	...	...	...	0 10 6	255 8 0	1 5 7
4 0 0	330 3 2	5	...	...	...	...	...	†26 5 4	706 6 9	28 11 5
18 0 0	286 16 10	5½	...	...	...	...	...	‡30 2 0	973 8 10	132 19 11
...	656 3 1	5	...	...	...	...	...	§40 6 8	1,445 18 10	293 17 2
...	46 12 8	3	...	...	...	...	...	...	97 19 1	21 12 1
64 0 0	450 0 0	8	...	...	...	...	...	‖117 8 6	1,438 9 0	...
...	212 4 9	7	...	...	0 10 0	...	...	2 17 0	439 18 3	77 14 11
...	575 0 0	7½	...	8 18 3	...	...	...	1 2 0	1,167 17 3	46 4 4
56 0 0	285 13 2	9	...	150 0 0	...	...	...	1 0 0	675 18 8	1,185 12 0
...	205 1 4	4	...	...	...	...	...	17 18 10	533 16 8	31 4 3
...	404 19 6	5½	...	...	2 10 0	...	0 14 10	13 3 4	902 13 7	...
...	96 13 7	5	...	...	...	...	...	...	182 19 7	3 11 6
...	200 12 9	6½	...	...	...	...	...	...	332 14 9	...
...	132 3 3	4½	...	...	11 16 2	...	0 2 8	...	346 0 2	...
...	136 5 3	7½	...	...	2 0 0	...	...	0 5 0	271 5 10	...
...	193 7 3	4	...	...	10 0 0	...	...	...	440 13 0	...
...	183 1 3	3	...	...	...	...	...	...	290 6 9	...
...	86 8 4	4	550 0 0	5 0 0	...	...	...	6 10 5	753 7 2	...
...	197 13 4	6	...	15 16 0	...	...	...	28 2 3	441 12 7	10 9 1
...	106 2 10	5	...	...	...	...	...	...	203 8 10	...
16 0 0	350 0 0	9	...	...	...	...	...	...	835 11 5	...

* From Yarrow under Boundary Commission. † Robertson Bequest Grant, £15, 5s. 4d. ‡ Rents, £18. § From Fowlis Wester under Boundary Commission, £36, 6s. 8d. ‖ Proceeds of Concert, £16, donations for Prizes, £9, 8s. 6d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1893.	Fees		Grants from Education Department		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation (Scotland) Acts and Technical Instruction Act, 1889.
		School Fees and Books, &c., sold to Children	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Killin	206 18 10	4 0 0	126 12 0	251 4 0	...	...	...
Kilmadock	830 5 3	1 15 1	192 0 0	318 0 6	...	7 7 0	20 0 0
Kilspindie	19 18 3	...	55 4 0	92 3 6	...	...	15 0 0
Kincardine	...	...	102 12 0	178 8 0	...	...	20 0 0
Kinclaven	102 11 10	...	23 8 0	52 5 0	...	...	15 0 0
Kinfauns	33 11 4	...	20 8 0	26 13 6	...	...	...
Kinloch Rannoch	...	...	67 4 0	158 1 6	...	...	20 0 0
Kinnaird	5 8 8	...	22 8 0	67 5 0	...	...	10 0 0
Kinnoull	114 5 2	...	* ...	...	...	...	...
Balthayock (Comb.)	...	...	...	...	...	...	...
Kirkmichael	8 10 4	...	60 12 0	135 0 0	...	...	15 0 0
Lecropt	4 10 3	...	57 12 0	97 1 0	...	...	...
Lethendy and Kinloch	22 17 7	...	34 4 0	74 15 0	...	...	...
Little Dunkeld	40 10 11	3 3 1	123 12 0	228 11 0	...	0 10 0	45 0 0
Logierait	...	...	107 8 0	217 6 10	...	...	...
Longforgan	43 15 5	...	171 0 0	278 0 0	...	6 0 6	20 0 0
Madderty	...	...	34 4 0	68 7 0	...	...	...
Meigle	66 12 11	...	117 0 0	206 19 0	...	...	41 13 7
Methven	32 19 11	...	83 16 0	153 10 6	...	5 0 0	...
Moneydie	...	...	36 12 0	78 1 0	...	...	15 0 0
Monzie	40 9 6	...	39 12 0	74 8 0	...	...	15 0 0
Monzievaird and Strowan	12 13 10	...	26 8 0	55 13 6	...	...	...
Moulin	...	...	204 0 0	389 5 0	...	...	...
Muckhart	...	...	35 8 0	71 9 0	...	...	...
Muthill	30 16 6	...	96 0 0	221 0 0	...	12 6 4	40 0 0
Persie	26 9 11	...	46 16 0	122 19 0	...	...	10 0 0
Perth (B.)	...	45 11 6	1,942 4 0	3,405 4 7	...	757 10 6	580 0 0
Perth, East Parish (L.)	73 14 6	...	13 4 0	31 19 6	...	...	...
Port of Monteith	...	...	58 4 0	140 14 0	...	...	...
Rattray	...	25 16 5	226 12 0	383 14 0	...	9 10 6	41 16 6
Redgorton	90 3 9	...	91 4 0	139 16 0	...	1 8 6	20 0 0
Rhynd	17 6 2	...	34 16 0	62 11 0	...	...	10 0 0
St Madoes	344 18 8	...	46 4 0	63 11 0	...	...	12 0 0
St Martins	163 18 5	...	98 12 0	155 16 6	...	1 9 0	15 0 0
Scone	42 13 10	9 0 6	163 16 0	305 12 0	...	9 2 0	25 0 0
Tenandry	7 9 4	...	* ...	...	...	...	...
Tibbermore	31 6 6	...	88 16 0	160 2 0	...	2 2 6	20 0 0
Trinity-Gask	...	...	27 0 0	48 8 0	...	...	...
Trossachs	...	...	20 8 0	39 1 6	...	...	...
Weem	63 17 2	...	42 0 0	80 15 0	...	...	10 0 0
Total of Perth	4,179 6 3	186 11 ...	5,... ...	... 7 1...	...	... 15 ...	... 5 4
RENFREW.							
Abbey, Paisley (L.)	...	57 11 6	937 4 0	1,603 11 3	...	26 9 0	24 6 2
Cathcart	...	106 10 6	1,286 8 0	2,401 3 6	...	40 0 0	...
Eaglesham	66 13 0	...	98 12 0	186 19 6	...	...	12 0 0
Eastwood	...	147 13 3	1,690 0 0	2,487 9 6	...	64 14 0	...
Erskine	175 6 5	...	106 4 0	170 7 0	...	4 9 6	12 0 0
Gourock	...	4 13 0	548 12 0	645 10 6	...	58 4 0	...
Greenock (B.)	1,593 16 7	64 4 9	4,681 4 0	8,186 11 6	...	274 12 6	...
Greenock, East Parish (L.)	...	...	202 8 0	354 16 0	...	20 14 4	...
Greenock, West Parish (L.)	5 9 4	...	* ...	...	...	...	...
Houston and Killellan	...	...	213 12 6	341 16 6	...	6 0 0	...
...	...	...	...	...	...	...	...

* No School under the Board.

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	507 9 4	8½	...	...	...	...	...	...	1,096 4 2	100 17 9
...	500 0 0	5¼	...	1 0 0	...	...	10 8 8	*582 6 11	2,473 3 5	...
...	107 3 8	5	...	...	...	...	...	...	289 9 5	19 15 2
...	269 19 5	5	...	...	45 2 5	...	...	20 0 6	636 2 4	...
...	166 14 10	5	...	...	...	...	...	...	359 19 8	...
...	114 13 10	3	...	...	...	...	...	...	195 6 8	10 19 8
...	314 10 0	6½	...	...	...	...	...	30 0 0	589 15 6	...
...	90 10 1	8⅓	...	16 11 3	14 0 0	...	...	...	236 3 0	15 1 1
...	70 0 0	6	...	...	30 18 1	...	0 11 11	21 0 0	236 15 2	...
...	...	...	...	...	73 18 1	...	...	...	73 18 1	7 0 0
...	301 7 7	5½	...	...	14 5 10	...	...	0 17 0	535 12 9	...
...	169 10 11	11⅓	...	2 15 7	...	...	...	†28 15 11	360 5 8	...
...	123 0 7	5	...	...	...	...	...	...	254 17 2	...
...	389 11 5	5½	...	...	45 2 5	...	...	2 17 6	878 18 4	28 11 9
...	290 5 10	4	...	...	...	...	...	...	615 0 8	96 6 4
...	500 0 0	7	...	...	...	...	1 7 6	15 1 0	1,035 4 5	...
...	91 7 4	3	...	...	...	...	...	...	193 18 4	63 16 6
...	270 4 10	6	...	...	...	...	...	14 7 6	716 17 10	...
...	163 2 3	3½	...	...	...	...	...	...	417 8 8	32 3 9
...	83 1 0	6	...	...	...	...	...	...	212 14 0	0 12 10
...	143 13 0	6½	550 0 0	...	...	...	...	...	863 2 6	...
...	194 7 8	5½	...	15 5 4	...	...	...	...	304 8 4	5 14 11
26 0 0	558 18 4	6	...	...	...	...	...	4 12 6	1,152 15 10	418 11 5
...	144 0 0	3	...	12 6 4	...	...	...	0 4 0	263 7 4	29 17 9
...	226 14 0	4	...	15 0 0	...	...	...	15 18 0	657 14 10	...
...	185 10 4	5	...	...	...	...	...	...	403 15 3	...
8 0 0	4,641 16 2	8	1,563 0 0	...	20 0 0	...	...	291 15 2	13,255 1 11	2,941 8 1
...	45 10 4	4	...	...	5 0 0	...	...	...	159 8 4	...
...	225 0 0	6½	...	...	...	...	...	...	423 18 0	32 1 11
...	300 0 0	6⅔	...	...	...	...	...	1 11 0	988 0 5	199 4 4
...	219 0 3	6	...	...	...	...	...	...	551 12 6	...
...	122 0 0	6	...	...	...	...	...	...	246 13 2	...
...	178 5 8	7	...	...	...	...	1 11 5	37 0 0	683 10 9	111 13 11
...	265 6 0	8½	...	...	4 0 0	...	...	...	638 18 11	...
...	292 12 0	6½	...	...	...	...	0 0 7	0 15 6	848 12 5	...
...	...	...	...	...	...	...	...	...	7 9 4	0 15 8
...	239 19 2	4	...	...	...	...	0 11 3	...	562 16 10	...
...	85 2 3	5	...	...	...	...	...	...	160 10 3	16 3 5
...	192 14 5	6	...	...	...	...	...	...	272 3 11	...
...	90 0 0	4	...	...	...	...	...	...	256 12 2	...
441 18 0	23,286 8 8	...	2,663 0 0	365 5 3	409 11 5	...	16 3 10	1,416 7 3	60,561 6 9	6,625 7 8
239 17 0	1,950 0 0	9¼	6,150 0 0	...	...	3 12 0	4 18 11	15 15 4	11,085 5 2	...
500 0 0	2,900 0 0	7	...	...	...	2 1 0	...	‡152 11 1	7,388 13 11	174 1 2
...	60 0 1	1	...	37 7 10	...	...	...	3 15 3	410 6 8	...
240 0 0	2,100 0 0	9¼	...	...	...	...	...	5 0 0	6,064 7 9	4,307 1 3
...	550 0 0	8¼	...	...	...	...	...	1 0 0	1,019 6 11	...
...	970 0 0	7⅓	...	...	...	...	...	...	2,026 19 6	1,887 9 4
1,570 0 0	9,200 0 0	8¼	...	13 0 0	30 0 0	15 17 6	...	§120 17 1	25,120 3 10	...
...	554 1 9	7½	...	...	...	...	...	3 3 2	1,166 3 5	124 1 11
...	55 0 0	2	...	...	...	...	...	...	60 9 4	...
...	465 0 0	9½	...	...	181 3 7	...	...	20 1 3	1,227 12 10	339 8 2

* Property sold, £523.
† From Logie under Boundary Award, £26, 13s. 3d.
‡ Fire Insurance, £94, 16s. 1d.
§ Rents, £97, 11s.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance in hand on 15th May 1893.	Fees: School Fees and Books, &c., sold to Children.	Fees: Grants for Remission of Fees under Education and Local Taxation Accounts (Scotland) Act, 1892.	Grants from Scotch Education Department: (a) Annual Grants.	Grants from Scotch Education Department: (b) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Renfrew—contd.							
Inchinnan	20 10 4	...	48 0 0	78 8 0	...		
Inverkip	95 5 9	...	72 12 0	...	...	8 12 0	18 0 0
Kilbarchan	...	...	309 12 0	552 7 1	...	...	12 0 0
Kilmalcolm	...	...	177 12 0	345 15 2		16 4 6	12 0 0
Levern	...	...	114 12 0	174 1 6			12 0 0
Lochwinnoch	97 14 9	2 2 0	270 12 0	426 19 0	..	11 4 6	...
Mearns	...	21 4 0	162 12 0	314 11 0	...	8 16 0	3 0 0
Busby (Comb.)	...	...	205 16 0	375 4 6	...	13 12 0	...
Neilston	...	...	360 4 0	1,005 2 5	...	45 7 6	42 6 8
Paisley (B.)	...	301 17 8	4,580 3 0	8,524 0 6	..	298 5 1	10 0 0
Port-Glasgow (B.)	...	22 3 5	979 16 0	1,741 5 0	...	112 12 0	...
Renfrew (B.)	...	85 18 9	880 16 0	1,032 15 11	..	29 10 0	...
Renfrew (L.)	...	...	264 4 0	667 10 6	...	...	66 0 0
Skelmorlie	42 7 5	20 17 9	77 8 0	146 3 0	...	7 9 6	...
Total of Renfrew	2,087 2 7	844 15 5	17,054 3 0	32,584 8 4	...	1,118 13 6	230 12 10
ROSS AND CROMARTY.							
Mainland.							
Alness	179 8 5	...	83 5 0	189 1 10	...	...	...
Applecross	39 8 11	...	134 8 0	318 17 6	17 7 7	...	...
Avoch	22 9 4	...	154 16 0	259 11 7	...	...	...
Carnoch	96 16 7	...	15 12 0	30 0 0	...	...	...
Contin	53 18 9	...	54 12 0	126 9 6	...	...	...
Cromarty (including B.)	...	...	205 16 0	909 13 0	...	...	15 0 0
Dingwall (including B.)	43 7 0	...	268 4 0	600 10 0	...	17 4 0	...
Edderton	20 11 5	...	39 12 0	95 6 6	...	...	13 4 9
Fearn	46 5 8	...	197 8 0	406 13 0	...	...	26 4 8
Fodderty	...	...	169 16 0	329 7 6	...	...	...
Gairloch	165 5 2	3 15 2	319 8 0	557 14 6	...	...	...
Glenshiel	...	...	21 12 0	50 17 3	...	...	...
Killearnan	41 1 9	...	60 0 0	132 0 6	...	...	...
Kilmuir-Easter	36 16 5	...	88 4 0	186 0 10	...	...	...
Kiltearn	99 0 1	...	93 0 0	134 10 6	...	...	...
Kincardine	98 6 10	...	112 4 0	271 6 0	...	...	...
Kinlochluichart	11 8 10	...	31 16 0	77 18 0	...	...	...
Kintail	...	...	46 4 0	95 9 6	...	...	...
Knockbain	93 16 0	...	135 12 0	348 9 7	...	...	...
Lochalsh	96 12 7	...	148 4 0	356 17 0	27 3 2	...	...
Lochbroom	137 19 3	2 12 1	379 16 0	887 3 6	49 17 0	2 0 0	20 4 1
Lochcarron	20 10 9	...	131 8 0	290 19 0	...	...	...
Logie-Easter	...	...	83 8 0	173 14 0	...	4 10 0	13 4 7
Nigg	52 14 5	...	59 8 0	90 13 4	...	...	14 13 4
Resolis	...	...	108 0 0	193 12 0	...	...	...
Rosemarkie	...	13 19 3	144 0 0	281 12 0	...	...	15 0 0
Rosskeen	17 18 11	29 8 2	298 4 0	642 16 6	...	22 1 6	47 7 0
Tain (including B.)	...	...	177 12 0	332 6 6	...	...	23 8 6
Tarbat	2 6 2	...	146 8 0	318 6 0	...	...	13 13 5
Urquhart and Logie-Wester	260 3 2	...	193 16 0	393 1 0	...	...	...
Urray	...	...	148 4 0	284 5 0	...	...	...
Insular.							
Barvas	...	9 2 3	700 13 0	922 19 10	301 14 0	...	...
Lochs	866 5 6	5 5 5	385 4 0	717 19 8	209 4 3	...	...
Lewis (Comb.)	196 1 4	0 1 1	19 4 0	43 16 0	...	...	...
Stornoway	...	12 4 4	1,166 16 0	1,446 14 9	329 7 6	...	...
Uig	691 5 0	12 5 11	391 16 0	799 14 0	175 7 5	4 17 11	...
Total of Ross and Cromarty	3,262 17 11	88 13 9	6,891 19 0	13,229 7 9	1,120 6 11	50 13 5	247 7 6

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	196 6 4	8	...	...	...	...	...	...	343 4 8	...
...	222 16 11	7	...	...	...	...	...	5 6 0	412 12 8	169 14 4
...	1,050 0 0	8	677 0 0	...	...	...	...	18 3 0	2,619 2 1	20 3 5
240 0 0	950 0 0	7½	...	...	...	...	...	*30 3 9	1,771 12 5	...
...	260 16 9	7	...	...	...	...	...	...	561 19 3	136 19 8
...	530 0 0	5⅓	...	...	...	...	...	2 0 0	1,340 12 3	574 3 6
240 0 0	550 0 0	6⅝	...	...	8 1 3	...	...	...	1,318 4 3	...
...	...	...	...	...	235 19 0	...	...	...	830 11 6	205 6 10
280 0 0	1,400 0 0	8	...	...	...	...	...	21 12 2	4,551 12 9	1,292 2 2
...	7,940 16 4	9	3,200 0 0	...	...	37 15 0	48 17 4	20 5 6	24,962 0 5	4,260 9 11
240 12 7	1,673 15 0	9½	...	35 0 0	50 0 0	4 7 6	...	†90 9 2	4,951 19 8	132 16 2
240 0 0	500 0 0	11	...	223 11 0	60 0 0	1 15 6	...	6 4 2	2,760 11 4	60 4 11
...	800 0 0	10	...	...	24 13 7	...	...	8 12 6	1,871 0 7	65 11 5
...	420 11 5	5½	...	...	...	...	...	7 19 9	722 16 10	...
3,790 9 7	35,299 4 7	...	10,027 0 0	308 18 10	589 17 5	65 8 6	53 16 3	532 19 2	104,587 10 0	13,749 14 2
...	240 0 0	8	...	...	...	...	...	0 4 0	691 19 3	...
...	150 0 0	8	...	...	6 9 11	...	0 4 10	7 11 11	674 8 8	37 12 2
...	141 4 4	7	...	...	...	...	...	4 1 0	582 2 3	43 19 6
...	81 7 3	5	...	...	...	...	0 3 11	...	243 19 9	...
...	110 16 11	8	...	...	...	...	0 6 4	...	348 3 6	...
50 0 0	98 18 6	4½	...	...	...	...	...	...	1,279 2 6	235 8 10
50 0 0	320 0 0	7	1,795 0 0	...	...	3 0 0	...	‡94 17 7	3,192 2 7	41 11 7
...	96 13 7	4½	...	...	...	...	...	...	270 8 3	...
...	221 15 8	7	...	...	...	...	...	...	898 6 7	...
...	215 4 0	3	450 0 0	...	...	...	...	1 1 4	1,165 8 10	...
50 0 0	300 0 0	6	1,336 0 0	...	...	...	1 12 10	34 3 0	2,767 18 10	...
...	140 0 0	9	...	...	...	...	...	...	212 9 8	12 4 6
...	83 14 9	4	...	...	...	0 17 0	...	...	317 14 0	...
...	241 0 4	10	...	...	...	...	...	...	554 1 7	...
...	75 14 2	2	...	...	...	...	...	...	402 4 9	56 11 11
...	491 8 3	9	210 0 0	...	18 3 10	...	...	28 0 0	1,159 8 11	...
...	173 1 7	3	...	...	...	...	...	30 0 0	324 4 5	38 6 1
...	170 0 0	8	...	...	13 7 4	...	...	...	325 0 10	...
...	226 5 1	8	...	...	...	...	...	...	710 2 8	...
50 0 0	260 0 0	1/1	...	60 0 0	...	...	...	...	998 16 9	...
50 0 0	350 0 0	7	535 0 0	...	...	...	...	100 10 0	2,515 1 11	...
...	400 0 0	11	...	...	...	...	...	...	842 17 9	33 1 5
...	235 2 2	1/	180 0 0	...	...	...	...	...	692 18 9	68 5 3
...	191 12 8	9	...	...	...	...	0 5 5	...	420 13 9	...
...	214 19 0	11	...	...	...	2 10 0	...	4 3 8	523 4 8	19 2 4
50 0 0	223 13 4	8	...	105 0 0	...	...	...	29 11 2	872 15 9	48 2 11
52 0 0	502 2 9	10	175 0 0	...	...	...	...	...	1,786 19 7	438 10 10
...	465 0 0	1/	...	26 7 9	...	1 10 0	...	...	1,026 4 9	3 19 0
...	140 15 11	6	...	...	...	...	...	...	627 9 6	91 12 5
...	420 0 0	1/	...	...	...	...	...	...	1,267 0 2	...
...	315 5 8	7	...	...	...	...	...	...	747 14 8	158 5 7
...	60 0 0	6	...	...	...	8 19 2	0 10 8	85 0 0	2,088 18 11	...
...	77 13 0	6	...	...	...	0 3 6	2 5 10	§60 0 0	2,264 1 2	562 2 5
...	...	...	...	...	...	...	...	...	259 2 5	...
150 0 0	450 0 0	6	...	...	...	5 8 6	1 12 6	‖95 0 0	3,654 3 7	333 17 0
...	200 0 0	9	...	...	...	0 10 0	0 5 8	¶136 0 0	2,412 1 6	...
502 0 0	8,083 3 11	...	4,681 0 0	191 7 9	38 1 1	22 18 2	7 7 7	710 3 8	39,119 13 5	2,222 13 9

* Rents, £30. † Rents, £41, 8s. 4d ‡ Piano Classes, £57, 17s. 7d. Reid and Mackenzie Trust for Higher Insruction, £35. § From Uig £30, and Barvas £30 under Boundary Award.
‖ Nicolson School Annuity, £35. ¶ Probate Duty Grant under Department Minute of 28th February 1893.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees		Grants from Scotch Education Department.		Grants from County Councils, &c., for Technical Education under Local Taxation (Scotland) Act, 1892, and Technical Education, Continuing and Evening Schools Act, 1890.		
		School Fees and Books, &c., sold to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.	Grants from Science and Art Department.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROXBURGH.								
Ancrum	20 19 11	2 5 2	41 15 0	154 3 6	...	...	...	...
Bedrule	63 19 1	...	18 0 0	40 4 6	...	...	...	...
Bowden	...	...	55 16 0	99 3 8	...	...	...	...
Castleton	...	...	195 0 0	382 7 9	...	...	...	...
Cavers and Kirktown	80 9 1	...	125 8 0	246 2 6	...	...	...	...
Crailing	49 1 5	...	44 8 0	75 13 6	...	...	...	...
Eckford	12 18 9	...	57 0 0	56 19 6	...	...	...	...
Edgerston	50 8 6	...	28 16 0	56 19 6	...	...	...	...
Ednam	1 0 11	...	63 0 0	110 13 2	...	...	...	...
Hawick (B.)	75 4 8	27 16 4	1,[illegible] 12 0	2,971 19 11	334 12 11	86 8 6	...	...
Hawick (L.)	17 3 0	...	40 16 0	75 7 0	...	...	...	...
Hobkirk	...	...	54 0 0	84 19 0	...	...	...	...
Hownam	37 2 7	...	18 12 0	47 8 6	...	...	...	...
Jedburgh (B.)	12 18 9	...	211 4 0	395 14 1	...	12 17 6	...	...
Jedburgh (L.)	...	...	77 8 0	144 2 6	...	...	...	...
Kelso	...	383 10 3	304 16 0	578 4 5	...	...	...	...
Lilliesleaf	152 5 11	...	77 8 0	128 18 6	...	4 10 0	...	...
Linton	...	...	1 4 0	53 3 0	...	...	...	...
Makerston	...	...	40 4 0	73 8 6	...	...	...	...
Maxton	81 1 8	...	42 12 0	82 5 6	...	...	...	...
Melrose	346 2 7	...	369 0 0	685 4 8	...	17 2 0	...	...
Minto	44 5 0	...	44 8 0	76 4 0	...	...	...	...
Morebattle	80 17 10	...	73 16 0	138 8 6	...	...	...	...
Oxnam	43 2 1	...	27 0 0	50 9 0	...	...	...	...
Roberton	15 1 5	...	33 12 0	85 17 0	...	...	...	...
Roxburgh	135 11 2	...	94 16 0	169 7 0	...	...	...	...
St Boswells	146 13 8	2 15 8	62 8 0	105 14 6	...	...	...	...
Smailholm	...	...	51 12 0	88 18 6	...	...	...	...
Southdean	74 19 2	...	41 18 0	75 5 4	...	...	...	...
Sprouston	...	7 4 0	109 16 0	189 4 6	...	...	...	...
Teviothead	11 13 2	...	26 8 0	66 8 0	...	...	...	...
Wilton	25 17 6	...	64 4 0	115 16 0	...	...	...	...
Yetholm	148 4 1	...	105 12 0	175 12 9	...	...	...	...
Total of Roxburgh	1,737 1 10	423 11 5	4,275 10 0	7,148 10 10	334 12 11	120 7 0	...	...
SELKIRK.								
Ashkirk	15 14 1	2 7 4	44 8 0	82 7 6	...	...	...	...
Castleneet	...	...	49 16 0	96 11 0	...	...	...	...
Ettrick	...	...	33 12 0	71 15 0	...	...	...	...
Galashiels (B.)	...	67 0 0	1,299 12 0	2,106 18 5	348 8 11	198 16 0	...	...
Galashiels (L.)	250 5 6	...	16 16 0	34 14 6	...	...	...	...
Kirkhope	...	...	33 12 0	81 14 0	...	...	...	...
Selkirk (B.)	...	...	457 16 0	727 19 6	...	...	...	...
Selkirk (L.)	...	6 5 6	151 4 0	221 14 6	...	...	...	...
Yarrow	...	...	64 0 0	81 12 0	...	...	...	...
Total of Selkirk	265 19 7	75 12 10	2,149 16 0	3,644 6 5	348 8 11	198 16 0	...	...
SHETLAND.								
Bressay, &c.	...	...	70 16 0	165 6 6	28 10 7	...	...	...
Delting	66 13 4	...	70 4 0	149 3 6	18 8 9	...	...	...
Dunrossness	150 12 10	30 2 6	264 0 0	550 11 6	121 6 7	...	...	...
Fetlar	27 16 6	0 13 9	22 16 0	44 18 6	12 13 9	...	...	...
Lerwick and Gulberwick	...	83 8 4	361 4 0	787 15 0	93 2 2	...	...	...

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	309 10 3	7	...	...	...	...	...	11 0 0	599 14 10	...
...	121 11 8	8½	...	...	...	...	...	...	243 15 3	...
...	180 0 0	6	...	...	...	...	0 2 9	...	335 2 3	34 12 5
...	660 13 4	7	...	...	...	...	...	...	1,288 1 1	108 13 0
...	643 0 11	9	...	...	...	...	...	14 4 4	1,098 4 10	...
...	217 15 0	8	...	...	...	...	...	...	384 17 9	...
...	240 0 0	6½	...	...	...	...	...	...	366 18 3	32 9 8
...	115 1 5	6	...	...	...	...	...	...	250 16 5	...
...	127 18 2	5	...	...	...	...	...	...	302 12 3	...
...	1,277 14 5	6	...	...	...	0 15 0	3 17 10	*59 11 11	5,830 4 6	...
...	149 5 6	8	...	...	...	...	...	...	282 11 6	...
...	160 0 0	4½	...	...	...	...	...	13 3 5	312 2 5	2 4 9
...	115 5 3	5	...	...	...	...	...	...	218 8 4	...
...	520 0 0	1/	...	...	55 7 6	...	...	...	1,208 2 7	59 10 0
...	340 0 0	5	...	...	...	...	...	...	551 10 6	53 15 6
...	900 0 0	9	...	...	...	...	...	†74 1 2	2,200 11 10	632 17 0
...	122 1 11	5	...	...	...	...	...	...	485 13 4	37 2 0
...	205 16 8	9	...	...	...	...	...	...	290 3 8	...
...	94 6 7	5	...	...	...	...	...	2 0 0	209 19 1	...
...	100 3 8	4	...	...	...	...	...	...	306 2 10	...
...	876 0 0	6½	...	3 12 4	...	...	1 7 5	1 6 4	2,249 15 4	...
...	185 6 11	8½	...	4 0 0	...	...	...	‡51 8 0	405 11 11	...
...	280 0 0	7	...	...	...	...	...	0 15 0	573 17 4	...
...	109 8 7	3	...	7 15 5	...	...	...	...	237 15 1	...
...	258 15 4	8	...	...	...	...	...	...	393 5 9	9 0 6
...	275 0 0	6	...	...	...	...	...	...	665 14 2	...
...	120 0 0	4	...	...	...	...	...	4 15 0	442 6 10	...
...	81 17 4	4½	...	...	...	...	...	...	222 7 10	...
...	178 19 3	6	...	...	...	...	...	13 18 9	385 0 7	47 9 11
...	250 0 0	6	...	...	11 8 4	...	...	2 15 0	561 7 10	45 5 1
...	88 12 1	2½	...	...	...	...	...	...	193 1 3	30 6 2
...	202 7 0	6	...	...	...	...	...	...	408 4 6	...
...	59 3 10	2½	...	...	...	...	...	3 16 6	492 9 2	...
...	9,565 15 1	...	...	15 7 9	66 15 10	0 15 0	5 8 0	252 15 5	23,946 11 1	1,093 6 0
25 0 0	153 8 0	6½	...	...	...	...	...	2 18 0	326 2 11	...
...	126 6 5	3½	...	...	...	...	...	0 6 0	271 19 5	24 3 1
...	172 19 7	5	230 0 0	...	...	...	...	...	508 6 7	272 10 11
...	2,400 0 0	1/	5,688 6 0	...	...	...	1 9 9	§39 14 5	12,150 5 6	385 10 0
...	125 0 0	5	...	...	...	...	...	...	426 16 0	...
25 0 0	175 0 0	7½	...	...	...	...	...	0 13 10	315 19 10	16 7 4
...	514 0 8	7	...	110 0 0	...	...	...	‖732 5 5	2,552 1 7	157 8 4
...	294 14 0	5½	...	...	...	...	...	...	773 18 0	111 14 0
25 0 0	300 0 0	7	...	...	16 0 0	...	...	5 14 4	482 6 4	123 0 9
75 0 0	4,261 8 8	...	5,918 6 0	110 0 0	16 0 0	...	1 9 9	781 12 0	17,807 16 2	1,090 14 5
...	35 0 0	10	180 0 0	...	...	...	...	...	479 13 1	15 16 5
...	180 11 2	2/4	...	...	7 12 11	...	...	...	492 13 8	...
...	70 0 0	6	...	...	...	...	...	6 8 0	1,193 1 5	...
...	65 9 3	1/10	...	...	...	...	...	1 0 0	175 7 9	...
256 3 8	270 0 0	5¾	300 0 0	210 0 0	...	...	...	60 0 0	2,421 13 2	138 14 5

* Sale of sewed materials, £45, 14s. 4d.
§ Sale of sewed materials, £28, 8s. 11d.
† Rents, £41.
‖ Price of property sold, £680.
‡ From Heritors, £50.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1893.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books &c., sold to Children	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Shetland—*contd.*							
Nesting	...	...	143 16 0	246 18 6	32 3 6	..	..
Northmavine	58 7 3	26 12 1	98 8 0	173 2 11	46 7 11	...	...
Sandsting and Aithsting	17 3 3	...	149 8 0	326 12 4	69 5 0	...	...
Tingwall	45 10 0	...	154 16 0	328 9 6	43 2 2	...	...
Unst	...	...	84 0 0	116 19 0	26 17 9	...	...
Walls	...	...	93 12 0	195 8 6	41 3 0	...	...
Yell	...	3 12 1	166 4 0	376 4 0	67 16 3	...	...
Total of Shetland	368 3 2	144 8 9	1,684 4 0	3,461 9 9	617 17 5	...	...
STIRLING.							
Airth	...	19 6 1	103 16 0	149 6 0	..	...	...
Baldernock	...	...	40 16 0	84 2 0	..	1 10 0	...
Balfron	...	8 14 7	96 8 0	168 19 0	...	...	...
Bothkennar	12 15 1	...	171 12 0	393 16 6	..	...	...
Buchanan	54 2 0	...	27 4 0	123 12 0	..	...	...
Campsie	...	53 3 9	327 0 0	120 1 6	..	...	...
Denny	...	29 0 11	537 0 0	764 15 6		44 0 0	...
Drymen	60 10 10	...	63 12 0	191 13 0	..	...	...
Fintry (Comb.)	...	...	17 8 0	30 14 6	...	..	...
Dunipace	40 6 4	...	129 0 0	292 13 0	...	...	..
Falkirk (B.)	...	436 3 2	1,474 16 0	2,092 0 6	...	150 4 6	...
Falkirk (L.)	...	114 13 5	1,006 4 0	1,801 7 6	...	54 13 0	...
Fintry	46 9 0	...	52 8 0	60 4 0	...	...	...
Gargunnock	55 15 8	13 19 3	49 4 0	87 8 0	...	...	...
Grangemouth	687 17 3	...	661 4 0	1,057 16 3	...	13 4 0	...
Killearn	...	9 0 0	64 4 0	112 15 0	...	...	...
Kilsyth (B.)	93 0 7	88 6 11	535 16 0	958 9 6	102 16 0	48 11 0	...
Kilsyth (L.)	95 18 7	...	145 4 0	251 11 6	...	...	...
Kippen	97 4 4	...	181 16 0	308 6 8	...	...	...
Larbert	2 10 2	104 14 4	339 8 0	1,586 15 2	...	20 2 0	...
Logie	186 0 2	3 16 0	169 16 0	274 11 6	...	12 11 6	...
Muiravonside	...	58 4 0	373 4 0	624 9 6	...	12 15 0	...
Polmont	105 14 10	...	496 4 0	589 0 0	95 9 3	...	...
St Ninians	69 9 2	34 17 5	500 8 0	857 9 6	...	...	...
Slamannan	...	...	675 12 0	1,056 16 6	44 14 7	28 16 0	...
Stirling (B.)	459 17 10	260 12 9	1,252 16 0	2,121 10 11	...	114 6 6	...
Strathblane	6 11 1	...	88 16 0	150 2 0	...	...	...
Total of Stirling	2,065 2 11	1,244 17 7	10,039 16 0	16,579 7 0	242 19 10	510 13 6	...
SUTHERLAND.							
Assynt	42 11 6	...	179 8 0	270 2 0	46 14 2	...	...
Clyne	17 9 10	8 11 8	141 0 0	218 5 6	...	...	...
Creich	344 10 1	...	139 16 0	276 13 6	...	...	...
Dornoch (including B.)	77 16 9	...	207 12 0	404 2 0	...	...	...
Lairg	29 17 9	2 18 3	72 0 0	176 1 0	...	...	...
Rogart	38 4 11	...	88 16 0	206 2 0	...	...	...
Farr	...	...	194 8 0	406 1 0	...	...	...
Golspie	471 17 7	...	115 4 0	245 9 0	...	5 14 0	...
Kildonan	94 17 6	...	144 0 0	330 8 6	...	...	...
Lairg	74 18 9	...	100 16 0	202 10 6	...	...	...
Loth	135 1 8	...	51 12 0	100 13 6	...	...	...
Rogart	11 19 6	...	89 8 0	158 0 7	...	...	...
Tongue	8 5 9	...	143 12 6	302 18 6	...	...	...
Total of Sutherland	1,177 11 7	11 9 11	1,671 12 6	3,396 5 1	46 14 2	5 14 0	...

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	*305 0 0	2/3	...	...	...	...	...	0 16 8	753 14 8	25 7 5
...	147 0 0	2/	...	...	...	...	...	...	546 18 2	...
...	212 0 10	2/	...	...	...	...	...	2 0 0	776 9 5	32 0 2
...	200 0 0	1/3	...	...	...	...	...	0 5 0	772 2 8	...
...	290 0 0	1/6	...	...	...	...	...	1 7 6	519 4 3	33 3 11
...	170 0 0	2/5	...	...	...	...	...	0 18 9	501 2 3	154 16 6
...	311 19 4	2/2	...	...	...	...	...	0 19 0	926 14 8	74 16 2
256 3 8	2,257 0 7	...	480 0 0	210 0 0	7 12 11	...	...	73 14 11	9,558 15 2	474 15 0
...	378 6 10	11	...	...	...	...	...	...	650 14 11	17 10 0
...	212 11 0	8½	...	...	...	...	...	10 11 11	349 10 11	53 18 9
...	260 0 0	10½	...	...	...	...	...	...	533 1 7	41 5 11
...	375 0 0	1/	...	...	...	...	...	14 13 0	877 16 7	58 6 6
...	127 14 7	3½	...	...	...	...	...	...	342 12 7	...
...	850 0 0	8½	...	2 10 0	...	...	...	10 2 5	1,362 17 8	533 2 7
...	840 0 0	8	...	...	...	0 15 0	...	3 9 6	2,229 0 11	1,729 19 11
...	425 0 0	6½	...	...	...	...	...	...	680 15 10	16 19 9
...	...	...	...	...	54 6 9	...	...	...	102 9 3	54 2 11
...	300 0 0	8½	...	...	...	...	...	...	671 19 4	...
...	2,900 0 0	1/4	...	...	...	...	...	3 0 0	7,566 4 2	790 15 2
...	2,700 0 0	1/4½	4,300 0 0	11 14 11	...	...	...	15 3 6	10,004 1 4	...
...	160 8 5	9	...	...	...	...	...	...	299 9 5	...
...	135 9 3	4½	...	...	...	...	...	...	341 16 2	...
...	902 2 10	7½	...	...	...	...	2 6 11	†48 3 6	3,372 14 9	380 18 9
...	326 7 11	6	...	...	...	...	...	...	512 6 11	38 0 9
...	450 0 0	7½	2,300 0 0	...	...	...	...	2 10 1	4,579 10 1	1 4 3
...	400 0 0	6	...	...	...	...	...	0 19 6	893 13 7	...
...	400 0 0	9½	...	...	49 18 0	...	...	...	1,037 5 0	20 7 7
...	1,485 0 0	1/3	4,250 0 0	...	...	...	...	10 7 6	8,297 17 2	...
...	730 0 0	6½	...	...	...	...	...	...	1,376 15 2	...
...	850 0 0	10	3,100 0 0	...	...	0 10 0	...	13 9 5	5,032 11 11	...
...	465 0 0	7	...	...	...	...	...	...	1,721 8 1	56 1 6
...	1,300 0 0	6½	...	...	...	...	...	10 15 2	2,763 19 3	...
...	666 5 0	7	...	...	23 3 10	...	...	18 10 6	2,523 18 5	255 15 7
...	2,315 17 0	8	...	34 14 7	...	0 10 0	...	‡136 3 2	6,696 8 9	761 9 0
...	350 0 0	5¼	...	...	...	...	...	...	595 9 1	...
...	20,305 2 10	...	13,950 0 0	48 19 6	127 8 7	1 15 0	2 6 11	297 19 2	65,416 8 10	4,809 18 11
32 0 0	290 10 9	1/5	...	...	...	...	...	30 0 0	991 6 6	...
...	320 0 0	1/	...	...	...	...	...	...	705 7 0	...
...	450 0 0	11	...	...	...	...	...	...	1,104 19 7	...
95 0 0	300 0 0	9	...	...	...	...	1 11 4	...	1,086 2 1	...
37 0 0	189 9 5	10	...	...	...	...	...	...	507 6 5	274 1 8
...	250 0 0	1/2	...	...	...	...	...	34 3 5	617 6 4	...
...	477 7 8	10	188 0 0	...	...	...	...	25 0 0	1,289 16 8	251 8 10
39 0 0	250 0 0	8	...	...	...	...	...	60 0 0	1,187 4 7	...
45 0 0	310 0 0	4	630 0 0	...	...	...	...	...	1,474 2 4	...
...	250 0 0	8	...	...	...	...	...	1 12 0	629 17 3	...
...	60 0 0	4½	...	...	...	...	...	5 14 6	353 1 8	26 18 2
...	200 0 0	10	...	...	...	...	...	...	459 8 3	65 1 3
...	248 5 7	1/6	...	...	...	...	...	...	713 2 10	960 1 1
248 0 0	3,595 13 5	...	818 0 0	...	...	...	1 11 4	156 9 11	11,119 1 6	1,577 11 0

* For two years. † From Earl of Zetland, £45. ‡ Rent of Science and Art Class Rooms, £108, 6s 8d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance in hand on 15th May 1899.	Fees.		Grants from Scotch Education Department.		Grants from Science and Art Department.	Grants from County Councils, &c., for Technical Education, under Local Taxation, Customs and Excise Act, 1890.
		School Fees and Books, &c., paid to Children.	Grants for Relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	(a) Annual Grants.	(b) Additional Grants under Sec. 67.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN.							
Glasserton	...	...	87 12 0	...	...	...	...
Inch	...	...	217 14 0	344 5 6	...	...	...
Kirkcolm	...	...	115 4 0	186 2 6	...	...	...
Kirkcowan	43 10 6	...	125 8 0	206 0 0	...	...	...
Kirkinner	...	...	150 0 0	419 11 6	...	...	...
Kirkmaiden	96 3 8	...	216 0 0	374 9 0	...	...	...
Leswalt	...	...	76 0 0	126 12 0	...	...	...
Mochrum	87 6 8	...	201 12 0	343 15 6	...	7 12 0	...
New Luce	...	...	70 16 0	191 9 0	...	...	...
Old Luce	...	9 16 9	242 8 0	373 13 0	...	...	...
Penninghame	...	...	263 8 0	427 17 0	...	9 13 0	...
Portpatrick	111 9 11	...	72 0 0	113 3 0	...	...	...
Sheuchan	...	...	...	...	...	...	...
Sorbie	...	...	159 0 0	253 12 0	...	...	...
Stoneykirk	...	...	216 12 0	350 15 0	...	...	...
Stranraer (B.)	383 4 8	88 15 10	442 8 0	558 18 6	...	7 9 0	...
Whithorn	...	1 17 2	232 16 0	390 6 10	...	4 9 0	...
Wigtown	9 13 10	22 13 1	139 16 0	248 10 0	...	...	...
Total of Wigtown	611 8 10	123 2 10	3,030 14 0	4,887 11 4	...	29 4 0	...
Total of Scotland	93,409 1 4	44,541 15 4	295,824 1 0	527,961 1 0	11,230 14 2	2[illegible] 4 4	7,784 13 5
Less Balances in hand on 15th May 1899							
Net Income							

* No School under the Board.

School Boards for the Year ended the 15th May 1894.—INCOME—*continued.*

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Rate of Assessment per £.	Loans raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
...	300 0 0	6	150 0 0	...	...	...	...	2 17 6	540 9 6	...
...	238 6 5	4	...	...	...	...	...	...	800 5 11	148 12 8
...	250 0 0	6	...	...	...	...	...	...	551 6 6	29 13 7
...	209 0 0	6	...	...	...	...	...	...	583 18 6	...
...	360 0 0	6	...	...	...	...	...	...	929 11 6	181 8 6
...	540 0 0	10	...	...	...	...	0 1 3	1 10 0	1,168 3 11	...
...	277 12 2	8	...	...	...	...	...	0 10 0	481 14 2	...
...	450 0 0	8	...	...	...	...	...	5 0 0	1,045 5 9	...
...	108 2 10	3	...	0 17 3	...	...	...	6 0 0	306 19 1	38 15 3
...	638 7 10	8	...	...	...	...	...	6 0 0	1,270 5 7	286 7 6
...	370 0 0	4½	...	4 17 9	...	...	...	0 5 0	1,076 0 9	44 9 3
...	180 0 0	8	...	...	...	...	...	1 0 0	477 12 11	...
...	35 0 0	7	...	...	...	...	...	...	35 0 0	...
...	220 0 0	4	...	...	...	...	...	...	632 12 0	1 7 9
...	515 0 0	6¾	...	...	...	...	...	...	1,082 7 0	203 4 6
...	556 13 7	7	...	...	35 0 0	...	...	...	2,072 6 7	76 4 4
...	460 0 0	7	...	...	...	0 5 0	...	...	1,089 14 0	68 7 0
...	360 0 0	10	...	...	...	...	...	...	780 12 11	...
...	6,068 2 10	...	150 0 0	5 15 0	35 0 0	0 5 0	0 1 3	23 2 6	14,914 6 7	1,078 10 4
30,180 16 3	644,432 5 11	...	282,703 7 9	10,492 18 0	5,338 9 11	368 3 7	419 12 6	22,293 15 2	1,999,379 19 8	100,738 16 4
									93,409 1 4	
									1,905,970 18 4	

SCHOOL BOARDS . . . . . .

General Abstract of Statements of Income, Expenditure, and

(Published under Section 51 of the

EXPENDITURE.

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.									
Aberdeen (B.)	3,843 14 4	...	1,545 4 2	27,801 14 8	12,200 10 2	274 0 4	2,219 7 4	1,654 4 6	1,655 13 2
Aberdour	196 4 9	6 13 0	20 0 0	581 5 9	...	6 3 0	6 6 0	8 9 1	81 19 3
Aboyne and Glentanner	15 8 10	9 10 1	15 0 0	559 18 5	...	2 10 7	11 2 6	5 19 8	6 0 0
Alford	...	5 0 0	15 0 0	535 5 1	...	3 7 1	8 10 5	13 18 0	36 8 6
Ardallie	...	4 3 10	13 10 0	377 0 1	140 15 3	2 10 9	11 13 8	9 5 4	11 12 3
Auchindoir and Kearn	...	3 12 6	12 10 0	328 11 0	261 10 0	5 9 0	6 6 2	23 6 1	30 8 0
Auchterless	15 10 7	...	26 0 0	570 16 11	...	3 14 6	15 19 5	6 4 4	39 1 7
Belhelvie	99 10 11	7 8 2	21 0 0	488 12 0	632 13 9	2 4 10	10 0 11	4 10 9	26 6 3
Birse	23 17 0	3 19 1	6 0 0	429 13 1	...	0 18 10	7 2 4	18 18 2	36 17 2
Bourtie	9 10 9	2 8 6	10 0 0	90 0 0	...	0 11 10	1 1 8	1 18 11	2 5 0
Carnie	...	3 2 3	23 10 0	533 17 8	...	1 3 5	12 16 6	14 11 1	21 4 5
Chapel of Garioch	...	11 11 5	15 0 0	592 10 2	...	3 17 1	14 17 3	6 5 0	38 17 3
Clatt	...	1 18 7	7 0 0	163 2 5	...	0 18 3	2 13 3	2 1 9	20 16 1
Cluny	49 3 1	4 5 6	14 10 0	229 15 9	...	0 11 6	1 7 4	1 10 2	11 2 2
Coull	50 13 2	1 10 0	6 10 0	126 15 6	...	0 8 7	0 10 6	1 13 6	13 8 5
Crathie and Braemar	...	11 12 2	20 10 0	423 17 3	180 8 11	2 18 3	8 5 3	27 5 4	6 7 6
Cromond	...	5 2 6	15 10 0	263 12 0	...	0 4 0	27 17 5	6 8 5	5 12 9
Cruden	412 17 3	4 17 6	18 10 4	367 19 6	164 13 3	13 1 7	34 5 0	30 11 11	54 7 0
Culsalmond	...	6 14 4	11 19 10	190 9 0	...	1 1 4	1 9 3	6 17 0	9 6 6
Dauvet	...	2 2 2	10 2 0	227 13 10	...	1 16 7	1 15 1	11 11 5	7 12 2
Deamblade	...	6 7 0	13 0 0	251 0 2	289 16 5	5 18 7	3 15 9	3 1 2	2 7 0
Drumoak	26 1 5	5 16 1	13 3 0	318 10 11	...	4 11 0	4 17 1	3 7 6	19 4 9
Dyce	...	7 17 9	17 0 0	406 11 2	...	6 15 3	20 11 4	20 11 7	31 0 1
Echt	...	5 9 6	13 0 0	346 16 0	...	1 0 6	4 14 1	4 19 5	29 8 0
Ellon	68 6 5	5 5 2	32 14 4	1,115 16 9	214 4 4	9 9 0	33 12 8	36 14 1	53 13 3
Fintray	...	4 7 0	13 0 0	306 9 8	...	6 4 4	7 10 10	6 0 3	16 15 10
Fergue	18 16 1	5 16 0	14 0 0	433 19 6	60 14 0	1 19 6	0 15 10	5 12 1	21 13 4
Foveran	186 19 10	3 2 4	15 0 0	762 10 7	27 15 3	1 11 1	43 10 10	15 9 10	31 17 7
Fraserburgh	...	21 15 2	65 0 0	1,350 11 2	...	3 3 3	44 14 7	55 0 9	170 19 9
Fyvie	...	5 7 6	23 0 0	1,020 18 11	...	7 4 6	20 11 1	29 4 6	205 18 1
Gartly	...	5 1 6	16 10 0	224 4 6	...	2 13 0	3 7 6	10 18 2	6 0 1
Grass	54 3 0	4 2 6	14 13 4	304 13 5	...	7 8 6	3 0 5	6 9 4	129 9 0
Greenbrecket	35 1 11	2 18 8	10 10 0	213 6 10	...	2 19 7	0 6 5	2 13 2	0 10 6
Gr[illegible]	21 1 1	5 0 0	9 0 0	53 15 0	...	3 2 9	3 1 9	3 11 1	2 13 6
Gr[illegible]k and Towie	...	3 9 0	19 19 0	330 11 4	...	7 9 2	3 1 11	21 17 2	43 4 8
Huntly	...	11 9 1	50 0 0	1,550 15 7	3 15 6	9 6 5	44 19 2	25 13 11	47 9 10
Insch	...	8 4 4	21 10 0	599 8 5	97 17 9	5 1 9	20 13 6	11 16 4	23 12 0
Inverurie	80 14 0	4 0 2	16 13 0	864 18 9	...	2 14 7	2 5 6	14 14 11	19 7 2
Kin[illegible]	74 12 0	...	7 0 0	263 9 11	55 4 6	7 2 10	2 13 2	6 9 4	12 17 5
Kemnay and Kinkell	0 18 11	2 17 0	10 0 0	344 3 5	...	0 19 3	1 5 6	5 13 4	3 15 8

ACCOUNTS.

Liabilities of School Boards for the Year ended the 15th May 1894.

Education (Scotland) Act, 1872.)

EXPENDITURE.

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,967 19 4	...	5,301 9 9	3,922 9 4	112 4 9	...	...	1,761 7 1	65,968 18 2	...	158,269 15 9
24 1 9	...	58 16 3	60 2 10	...	...	...	5 17 6	1,055 19 8	...	1,860 18 8
25 17 6	...	27 10 4	23 1 4	...	...	...	3 6 9	705 6 0	...	787 18 1
18 8 9	...	18 15 11	39 6 4	...	...	...	5 3 7	669 3 8	...	706 15 4
10 6 3	20 0 0	40 19 7	18 13 11	...	6 8 5	*...	2 10 4	578 9 8	...	1,271 2 5
16 5 9	12 10 0	63 12 9	56 13 10	...	...	...	1 11 6	852 7 1	190 6 6	1,790 12 8
20 7 0	...	17 5 0	31 2 11	...	...	...	4 9 4	752 10 7	...	469 0 11
28 17 9	...	45 7 5	42 12 2	...	...	...	25 17 2	1,486 2 1	...	1,840 10 4
28 0 0	...	14 7 2	16 5 0	...	...	...	7 12 10	593 10 8	...	452 3 2
5 1 11	...	10 19 7	11 17 6	...	...	...	0 11 6	146 7 2	...	273 0 8
26 15 6	...	41 17 2	44 11 2	...	...	...	0 1 2	723 10 4	47 3 3	1,153 19 10
28 15 6	...	63 3 2	53 18 6	1 1 0	...	†...	1 1 6	835 17 11	73 10 2	1,750 11 6
6 16 4	...	8 14 6	9 10 0	...	...	...	2 0 0	225 11 2	74 16 10	242 5 0
8 11 0	...	2 14 2	25 8 6	...	...	...	3 0 11	352 0 9	...	77 12 3
6 3 8	...	3 1 2	5 0 0	...	...	...	3 7 11	218 2 5	...	145 2 11
35 7 11	...	80 1 5	33 7 7	3 9 0	...	...	...	833 10 1	59 10 11	2,179 4 5
9 14 8	...	12 14 7	10 13 9	...	...	...	1 3 5	358 14 0	33 6 5	353 1 0
39 19 7	...	104 10 9	96 2 5	...	...	...	4 5 11	1,936 6 7	...	3,531 1 4
12 8 6	15 0 0	14 8 5	23 12 10	...	...	...	2 5 8	295 13 1	...	395 10 1
7 14 9	...	11 9 10	13 10 2	...	...	...	...	295 8 0	101 13 7	314 15 7
13 10 7	53 11 4	25 11 10	25 0 0	2 1 0	...	...	0 15 6	701 16 4	24 9 6	751 10 0
4 15 8	...	11 2 10	27 2 10	...	...	...	1 17 9	440 10 10	...	301 19 0
25 8 6	24 8 11	55 18 6	52 0 3	2 2 6	...	*...	5 9 9	685 15 7	...	1,587 18 2
17 19 9	...	26 17 3	50 0 0	...	...	...	3 2 6	512 7 0	17 14 11	730 0 0
64 6 9	...	116 15 3	54 4 6	4 15 10	...	...	38 16 7	1,848 11 11	36 17 2	3,207 5 0
22 3 11	...	37 3 5	43 16 7	...	...	*...	2 2 11	467 14 9	86 18 10	1,018 4 9
24 15 10	...	28 13 7	42 1 9	...	...	...	2 4 4	667 0 10	...	848 11 3
41 5 10	...	39 7 8	44 9 10	...	*...	...	22 12 4	1,234 16 5	...	1,093 13 1
95 10 3	...	175 2 10	236 0 0	2 8 6	...	...	11 3 8	2,276 9 11	54 3 8	4,586 0 0
61 12 1	...	75 1 0	75 10 6	3 1 10	...	...	1 16 3	1,535 6 3	20 3 6	2,068 15 3
10 19 0	15 2 0	31 14 10	35 11 11	...	3 5 9	...	1 5 6	365 13 3	49 2 2	875 18 7
21 11 0	...	36 12 0	23 1 8	...	...	...	22 8 10	626 18 2	...	1,139 7 8
12 13 0	...	1 2 3	14 7 3	...	...	...	0 9 6	296 19 4	...	30 18 9
6 5 10	7 4 0	20 14 8	8 9 10	6 19 3	...	...	1 15 1	152 13 10	...	558 11 2
39 13 1	...	80 0 6	50 15 9	1 11 11	...	...	2 2 0	803 15 6	52 13 8	2,233 7 4
93 1 2	...	100 12 6	118 9 2	1 13 0	...	...	3 0 0	2,069 5 1	189 11 9	2,728 1 5
25 12 6	...	19 4 0	29 16 4	...	...	...	8 16 11	790 18 1	78 6 9	512 15 0
17 13 11	...	7 1 9	20 0 0	...	...	...	3 7 3	1,053 15 5	...	255 9 9
13 2 5	...	41 17 5	39 4 11	5 5 6	...	...	0 15 3	499 11 2	...	1,274 16 8
9 2 7	...	22 6 1	19 16 11	...	...	...	1 5 8	319 9 9	...	625 5 0

* No expenditure up to 15th May. † Included under Teacher's Salaries.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen and Kemnay	...	7 19 2	15 0 0	488 10 1	22 17 1	4 11 3	4 15 7	3 7 1	20 2 6
Kennethmont	45 7 10	7 9 5	16 15 0	260 5 4	...	0 19 0	3 6 8	6 11 10	15 15 8
Kildrummy	30 1 8	...	10 0 0	238 11 10	...	0 13 0	2 15 10	1 19 2	16 2 1
Kincardine O'Neil	...	10 13 5	27 10 0	350 6 9	124 13 5	7 5 11	7 16 5	30 4 1	48 8 1
King Edward	...	2 19 5	12 10 0	447 15 11	...	1 4 9	4 17 5	12 0 0	10 7 8
Kintinmouth	3 15 8		12 10 0	258 3 11	...	2 13 5	2 6 2	12 17 0	19 6 9
Kinnellar	27 17 4	1 7 2	10 0 0	205 12 9	...	1 18 2	3 17 2	1 16 6	1 12 10
Kintore (incl. B)	...	4 6 0	17 0 0	795 19 7	265 11 0	2 14 0	7 13 11	14 17 10	16 15 1
Leochel-Cushnie	228 1 3	9 11 6	12 2 0	446 16 10	...	12 10 2	...	10 2 11	7 13 8
Auchencoullie (Comb.)	59 14 7		3 0 0	126 8 6	...	1 2 6		3 5 10	5 9 8
Craigiecar (Comb.)	122 16 10	...	6 6 0	202 0 4	...	4 3 0	1 2 0	5 1 5	11 7 11
Leslie	...	2 15 0	8 10 0	213 7 5	...	0 18 7	...	1 15 1	3 14 4
Logie-Buchan	13 13 1	5 10 4	13 0 0	329 5 0	...	2 0 8	5 2 7	5 5 3	1 3 2
Logie-Coldstone	...	3 3 6	12 0 0	321 6 6	...	2 3 11	3 9 3	11 12 0	2 7 11
Longside	...	3 4 8	30 0 0	966 18 6	...	3 11 2	24 6 0	38 10 4	36 5 3
Lonmay	100 10 1	7 15 0	21 0 0	704 12 8	...	5 3 5	24 18 11	23 10 6	47 4 5
Lumphanan	54 17 4	8 17 1	18 0 0	395 10 7	...	0 16 4	4 19 11	1 17 1	20 4 3
Meldrum	...	4 2 6	25 0 0	624 17 1	...	2 17 8	6 19 8	19 6 0	17 8 9
Methlic	...	9 19 3	17 10 0	547 3 0	...	6 1 1	10 1 0	11 7 6	54 17 3
Midmar	...	4 17 3	10 0 0	279 3 7	...	0 18 2	2 3 7	9 2 11	4 16 3
Millbrex	...	4 0 4	13 0 0	236 5 0	...	4 8 7	1 9 11	7 1 1	5 1 1
Monquhitter	...	5 16 6	17 0 0	605 6 8	...	3 9 9	8 17 1	12 9 1	24 0 6
Monymusk	...	2 18 6	11 0 0	320 4 0	...	1 12 5	3 9 0	10 3 9	41 9 4
New Byth	17 17 2	3 8 8	19 16 8	535 0 0	...	3 2 4	14 9 11	19 12 1	50 13 3
New Deer	...	14 2 2	27 12 0	1,209 0 1	141 17 7	11 5 5	34 9 0	23 19 6	205 15 0
Newhills	...	19 18 10	51 15 0	1,462 17 0	...	18 4 11	52 7 7	65 11 11	99 16 9
New Machar	69 14 10	8 8 9	24 0 0	688 1 5	...	1 19 7	13 5 1	14 17 10	11 5 7
New Pitsligo	...	9 13 2	23 0 0	679 16 9	...	5 13 2	17 16 6	13 0 6	26 0 0
Old Deer	...	13 3 5	38 3 0	1,128 13 3	112 5 3	10 4 5	16 2 6	37 18 8	59 16 10
Old Machar	...	...	129 18 0	3,520 12 7	...	29 15 6	330 16 10	100 7 4	140 18 5
Oyne	...	7 9 8	12 12 0	379 6 3	13 19 5	4 4 4	0 17 5	3 10 7	8 8 8
Peterculter	...	25 14 4	57 10 0	445 6 3	...	12 13 7	25 7 3	16 14 2	42 11 10
Peterhead (B.)	287 9 0	...	206 0 0	2,312 10 10	...	28 14 11	89 11 7	158 16 4	179 9 2
Peterhead (L.)	9 19 1	...	66 16 8	905 13 0	1,108 0 1	21 7 11	51 8 9	52 9 0	110 8 9
Pitsligo	...	...	25 0 0	679 8 9	...	3 11 10	44 2 7	36 3 3	13 2 5
Premnay	...	8 8 4	7 4 0	239 4 3	...	1 17 1	10 8 3	10 2 11	19 16 6
Rathen	78 1 4	8 4 4	23. 0 0	643 1 2	...	2 18 2	18 3 3	13 17 8	36 9 3
Rayne	...	3 0 0	13 0 0	401 1 5	...	1 17 2	4 0 2	14 13 4	22 6 3
Rhynie	...	3 10 0	12 0 0	496 15 8	...	3 19 7	37 19 7	19 18 1	38 18 4
St Fergus	...	...	12 10 0	420 18 2	...	3 13 2	13 1 1	16 6 6	9 13 4
Savoch	72 19 5	3 13 0	13 13 0	518 14 6	...	4 0 1	5 18 10	11 9 0	16 9 10
Skene	30 3 3	3 10 0	17 0 0	489 5 4	...	5 2 2	17 16 9	9 12 11	43 11 11
Slains	...	6 11 5	15 0 0	400 14 5	...	5 14 8	9 17 6	9 18 4	22 3 3
Strathdon	...	5 5 0	10 0 0	533 9 4	...	1 13 6	6 12 3	36 1 2	100 2 0
Strichen	288 6 2	9 4 6	15 0 0	529 0 6	...	3 16 0	10 2 2	5 16 2	88 19 10
Tarland and Migvie	...	2 0 2	10 0 0	283 6 1	...	2 0 5	0 18 3	6 17 1	
Tarves	...	4 0 4	23 0 0	664 5 5	239 11 10	3 0 0	9 0 2	11 14 4	30 17 11
Tough	30 8 11	3 14 8	8 0 0	229 8 7	105 14 6	1 16 10	5 14 10	5 15 7	1 15 9
Towie	...	4 0 0	9 10 0	236 11 2	...	3 12 2	6 15 8	1 14 6	2 9 1
Tullynessle and Forbes	...	3 3 0	8 0 0	249 9 8	64 1 3	1 8 0	3 19 11	3 13 4	0 8 1
Turriff	127 3 0	13 12 0	40 0 0	1,207 3 4	162 1 9	4 2 8	15 1 6	26 19 1	16 16 5
Tyrie	...	7 8 6	15 0 0	227 19 11	...	2 5 9	1 0 11	4 5 10	10 9 10
Udny	...	5 12 11	16 0 0	328 13 10	...	0 13 8	5 6 1	6 16 5	5 18 9
Ythan Wells	...	9 5 10	14 0 0	351 2 2	...	1 19 0	3 8 2	7 0 11	5 3 4
Total of Aberdeen	4,997 3 2	330 1 5	3,601 16 10	78,158 9 2	17,769 19 7	713 3 1	3,728 11 6	1,196 5 8	4,883 13 4

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
28 12 4	...	20 0 2	44 10 7	...	...	..	1 18 4	664 6 2	...	530 9 2
15 13 9	...	19 18 2	35 15 5	...	...	...	0 11 1	428 9 2	...	575 0 5
10 7 6	...	0 18 3	13 3 1	...	...	...	0 8 4	319 11 9	...	33 13 9
37 3 2	...	77 18 4	84 19 7	...	*...	...	0 5 0	1,007 4 2	61 18 7	2,113 18 9
27 15 0	...	14 7 3	17 2 0	...	...	...	...	550 19 5	128 17 8	393 6 0
10 12 8	...	28 5 0	18 11 8	...	...	*...	6 3 4	375 5 6	2 16 7	788 11 6
8 15 2	...	7 3 4	7 0 0	3 5 10	...	...	0 18 1	281 4 4	...	212 8 8
37 13 9	...	65 11 11	61 9 5	4 9 6	4 0 0	*...	2 7 4	1,300 9 4	...	1,911 6 5
16 2 3	92 16 3	61 9 6	36 6 8	...	...	...	54 18 7	1,052 11 7	...	2,038 15 8
3 16 4	...	...	...	...	...	...	2 18 10	205 16 3	...	60 6 8
5 0 0	...	...	...	...	...	...	6 6 4	364 3 10	...	118 6 0
7 10 0	...	...	...	...	...	*...	0 2 5	238 12 10	41 14 1	...
10 0 0	...	32 11 7	14 6 2	...	...	...	3 2 8	435 0 6	9 8 4	916 8 5
18 10 6	...	16 12 1	7 19 0	9 19 9	2 0 0	...	5 0 0	416 5 5	23 1 7	466 7 11
39 15 11	...	48 1 10	105 18 8	...	...	*...	0 10 6	1,292 4 4	363 13 6	1,280 19 4
38 13 9	...	85 18 6	47 14 5	...	...	6 0 0	9 16 7	1,122 16 3	...	2,553 13 1
8 7 0	25 18 4	48 6 10	37 3 7	...	...	...	5 12 3	540 10 7	...	1,383 19 0
41 8 10	...	115 12 2	54 17 10	...	...	...	...	912 10 6	63 15 6	3,248 0 8
22 5 6	...	51 5 4	36 14 10	...	...	...	5 16 10	773 1 1	38 18 10	1,425 19 6
11 19 2	...	25 17 6	40 0 0	...	...	*...	0 0 2	388 18 7	114 4 11	660 0 0
4 1 6	10 0 0	23 1 1	11 0 11	...	...	...	0 3 7	319 13 1	45 13 1	647 13 0
28 14 9	38 6 9	30 12 6	25 11 6	...	...	...	15 4 6	815 9 7	...	851 18 9
24 11 0	...	12 7 0	15 13 0	...	...	*...	...	443 8 0	250 10 0	337 3 11
30 1 3	...	48 19 3	23 10 0	...	...	...	0 10 0	776 0 9	...	1,464 17 10
66 12 2	30 3 7	96 3 1	91 4 5	...	...	...	4 3 0	1,988 7 5	...	2,737 16 3
166 13 0	...	284 7 4	147 12 7	1 1 0	*...	...	4 7 1	2,324 11 0	46 5 3	6,282 14 7
37 15 2	...	77 6 6	66 11 11	...	...	†...	5 7 6	918 14 2	...	2,162 4 10
29 0 9	...	68 15 2	86 10 4	...	...	...	2 12 5	711 18 9	249 4 9	1,928 0 9
74 4 0	...	58 13 10	64 2 11	24 6 6	...	*...	56 3 10	2,094 0 5	...	1,811 13 2
324 3 2	34 4 4	287 15 2	277 6 6	...	...	...	5 10 0	5,251 2 10	67 7 9	8,013 3 7
9 0 8	3 12 0	...	...	9 2 0	*...	...	2 9 8	354 7 8	58 16 2	...
45 6 11	...	44 5 3	42 7 5	0 11 0	3 0 0	...	‡200 15 7	962 3 7	124 14 7	1,118 19 9
264 14 11	...	273 15 5	213 17 11	...	...	$180 0 0	‖640 13 5	4,785 13 6	49 11 4	7,312 1 7
49 6 9	...	104 0 9	69 0 10	12 9 10	...	...	12 13 9	2,572 12 2	...	4,024 2 7
48 1 0	...	82 16 4	64 1 3	...	...	...	2 5 6	998 12 11	2 19 2	2,156 8 4
11 0 0	25 0 0	26 16 2	34 3 5	...	...	...	1 16 1	395 17 0	18 0 5	725 3 9
31 5 1	...	89 9 10	85 10 2	0 11 6	...	...	11 15 5	1,042 7 2	...	2,552 16 9
16 6 7	...	52 6 1	57 18 4	...	...	...	7 0 0	593 9 4	...	1,387 11 5
28 14 10	...	39 17 5	27 1 11	...	...	...	3 7 7	702 17 0	12 19 2	1,067 11 11
24 9 3	...	59 9 3	28 6 11	1 15 6	...	...	0 14 2	590 17 4	15 18 1	1,670 11 10
21 2 4	15 0 0	46 16 10	38 13 4	...	...	...	6 9 1	773 18 3	...	1,418 17 8
41 10 0	...	29 2 0	50 0 0	42 6 8	...	...	4 6 9	783 7 9	...	803 14 11
14 19 6	6 0 0	33 5 2	20 1 10	...	...	...	3 12 0	547 18 1	...	937 1 4
28 0 6	9 5 10	16 18 0	10 15 4	...	...	...	11 18 9	769 16 8	1 14 11	473 16 3
28 5 5	...	7 4 3	23 2 5	...	...	†§...	8 16 3	1,017 6 8	...	404 11 8
13 8 4	...	...	...	...	...	...	...	318 10 4	89 17 10	...
26 10 5	...	41 10 1	51 14 11	...	...	...	17 12 3	1,122 17 8	10 0 10	1,141 11 3
9 1 11	35 5 5	40 16 11	32 19 9	...	...	...	8 5 0	518 18 4	13 14 5	1,080 13 5
8 17 0	28 11 5	19 11 1	15 11 5	...	...	...	1 16 5	338 19 11	1 19 8	543 2 3
9 15 0	...	51 14 1	40 17 0	2 13 6	...	...	0 9 7	439 12 5	31 15 3	1,368 12 0
59 2 5	...	70 0 0	100 0 0	...	...	...	16 17 2	1,968 10 4	6 8 9	1,900 0 0
11 8 9	...	7 7 5	7 12 7	...	...	...	0 7 0	295 6 6	...	206 18 11
15 4 1	69 18 11	4 11 5	9 0 6	...	...	...	1 5 9	469 2 4	...	132 3 11
19 2 0	...	38 4 11	32 0 1	...	3 0 0	...	0 13 9	484 11 3	20 6 10	1,060 14 11
5,959 9 7	571 19 1	9,782 16 5	8,025 14 5	259 6 8	21 14 2	136 0 0	3,137 16 2	147,424 0 3	3,156 17 5	284,729 15 9

* No expenditure up to 15th May. † Included under Teachers' Salaries. ‡ Boundary Award to Banchory-Devenick, £192, 3s. 5d. § Balance of Grant unexpended at 15th May. ‖ Sangster Bequest (cross entry) £500.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL.									
MAINLAND.									
Acharacle	241 0 1	...	27 10 0	346 14 1	...	11 0 6	13 5 8	22 5 3	24 11 7
Ardchattan and Muckairn	30 17 9	...	41 0 0	576 3 7	1,079 15 6	2 10 0	4 19 5	23 9 6	26 11 5
Ardnamurchan (Comb.)	...	...	3 3 0	163 1 2	...	0 10 9	3 5 9	9 9 3	1 11 6
Tayvallich (Comb.)	70 18 3	...	3 3 0	185 18 9	...	0 2 6	...	7 15 0	2 4 2
Ardnamurchan	280 18 8	...	37 0 0	441 1 10	...	5 8 9	20 10 11	47 1 7	33 5 8
Campbeltown (B.)	647 18 7	7 15 4	105 0 0	3,235 3 7	25 1 4	15 12 2	125 5 11	82 5 6	143 2 6
Campbeltown (L.)	...	4 2 4	43 12 0	630 13 9	...	4 7 3	6 13 1	28 16 2	35 5 10
Craignish	2 1 1	...	6 0 0	99 7 4	...	0 2 6	0 4 5	1 18 6	0 2 0
Cumlodden	...	...	15 0 0	151 18 6	...	1 1 0	3 13 6	6 7 2	0 19 4
Dunoon and Kilmun	1,414 0 6	12 18 6	122 0 0	2,135 10 0	77 13 11	37 5 5	259 2 4	124 6 9	122 9 6
Glassary	...	...	37 0 0	489 5 4	...	3 9 9	22 17 5	25 18 6	21 5 1
Glenaray and Inveraray	102 14 11	3 18 0	27 10 0	471 19 4	...	1 18 1	4 1 1	6 11 7	20 14 5
Glenorchy	169 19 11	...	28 15 0	493 6 8	...	3 5 0	3 16 6	17 1 9	3 19 8
Inverchaolain	11 12 2	...	12 0 0	159 15 0	...	2 2 2	3 7 2	8 11 9	...
Kilbrandon and Kilchattan	171 17 5	...	30 0 0	439 4 4	...	6 5 8	7 12 7	15 18 1	40 2 3
Kilcalmonell	239 17 2	...	18 0 0	259 1 6	...	4 10 2	4 14 2	7 11 8	48 11 6
Kilchrenan and Dalavich	16 14 7	5 10 4	19 0 0	289 7 0	...	3 13 0	0 14 3	13 6 3	...
Kilfinan	...	4 8 1	34 4 0	553 1 2	103 13 0	2 17 6	24 12 10	21 15 0	43 8 6
Killean and Kilchenzie	5 17 2	13 9 9	28 1 5	537 7 7	...	4 17 2	7 5 5	17 2 2	30 7 7
Kilmartin	28 9 5	3 11 7	12 0 0	186 13 4	...	1 4 11	4 9 10	11 6 4	9 10 0
Kilmodan	30 18 11	3 11 3	17 0 0	211 7 0	...	0 7 0	1 8 2	6 7 7	16 3 10
Kilmore and Kilbride	66 15 2	...	19 4 0	273 5 1	...	6 1 4	2 12 5	17 17 0	6 2 9
Kilninver and Kilmelford	...	2 11 6	8 0 0	249 11 6	26 10 8	1 2 7	0 10 6	7 18 6	22 0 8
Lismore & Appin	...	...	53 0 0	862 19 11	...	11 11 1	20 19 10	33 19 5	38 11 8
Lochgilphead	...	...	42 0 0	925 0 4	...	14 2 5	20 11 6	36 1 4	23 0 3
Lochgoilhead	...	...	20 0 0	197 16 6	...	15 19 2	12 8 2	11 17 5	53 15 8
Morven	...	18 7 8	17 0 0	310 0 0	...	3 10 6	1 12 10	14 18 11	18 14 6
North Knapdale	133 1 4	...	22 0 0	371 18 5	...	5 12 11	3 2 3	29 3 4	23 11 7
Oban (B.)	328 14 9	17 13 9	82 0 0	1,003 16 0	6 8 0	29 11 6	82 15 0	61 13 11	128 9 10
Saddell and Skipness	365 5 11	...	15 0 0	435 17 1	22 14 10	5 15 9	12 3 4	15 5 1	62 1 4
Southend	25 0 9	3 2 6	17 11 0	270 5 0	...	2 19 0	5 11 10	6 3 7	8 19 5
South Knapdale	133 7 2	...	31 5 0	350 16 4	...	2 15 8	6 9 5	30 8 11	3 9 6
Strathclinan and Strachur	180 3 0	...	26 0 0	432 0 10	...	6 7 6	0 17 3	9 0 10	25 15 7
Strontian	...	...	25 0 0	260 10 5	...	3 18 4	19 1 5	8 13 0	0 3 6
Tarbert	215 2 5	...	41 13 4	790 14 4	475 0 0	12 13 7	30 6 6	15 15 8	19 10 7
INSULAR.									
Coll	249 14 10	...	7 13 4	257 9 6	674 5 0	2 13 5	7 13 7	29 9 1	21 10 0
Colonsay and Oronsay	...	1 0 0	7 0 0	171 10 6	...	...	1 10 3	0 4 7	2 16 4
Gigha and Cara	...	2 2 0	7 10 0	139 18 11	...	0 3 0	0 6 3	1 10 1	...
Jura	...	2 2 0	24 0 0	307 2 4	...	5 2 9	3 13 4	15 7 6	4 17 5
Kilchoman	222 16 4	13 16 11	34 11 8	788 9 10	218 12 5	5 7 3	39 8 0	32 9 9	78 19 4
Kildalton	...	...	24 0 0	715 18 9	...	13 0 7	9 9 6	46 14 3	26 4 10
Kilfinichen and Kilvickeon	...	...	20 0 0	537 17 5	426 1 0	9 19 4	13 0 3	11 0 3	16 5 0
Kilarrow and Kilmeny	...	17 16 9	35 5 0	858 13 1	...	14 9 0	50 4 4	32 7 2	79 13 7
Kilchoman and Kilmore	30 6 9	34 18 8	47 0 0	847 6 5	121 15 10	1 3 4	23 19 1	41 3 9	37 17 8
Salen	13 1 8	...	15 0 0	312 2 8	...	5 19 0	28 18 2	6 4 11	13 10 1
Tiree	...	5 5 0	17 2 6	226 11 6	...	1 2 1	1 12 0	15 2 7	12 1 6
Tyree	54 16 6	9 17 5	35 0 0	899 7 9	...	5 10 2	16 19 4	16 15 1	23 9 7
Total of Argyll	5 443 3 7	187 19 4	1,905 19 2	24,841 0 8	3,819 10 6	292 6 10	1,045 2 8	1,047 11 2	1,441 6 0

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
15 12 0	...	8 4 8	10 0 0	...	...	...	18 14 9	738 18 7	...	442 18 8
20 4 4	95 15 7	42 18 7	69 19 10	...	...	*...	19 6 0	2,033 11 6	69 19 9	1,735 4 9
6 10 0	...	...	...	...	...	...	0 14 1	206 5 11	...	...
10 1 1	...	...	...	...	...	...	3 1 1	283 3 4	...	73 13 7
16 4 6	...	15 5 6	16 8 5	2 17 7	16 16 2	...	26 13 10	959 12 8	...	623 1 4
226 4 0	...	368 17 11	286 13 1	13 5 0	†32 12 0	†477 12 10	32 17 10	5,824 7 1	...	10,916 19 9
24 3 10	5 1 10	61 8 5	81 0 0	...	...	...	4 4 5	919 8 11	...	1,695 18 4
1 13 2	...	...	...	...	‡5 4 10	...	1 1 0	117 14 10	...	1 3 6
14 11 11	...	3 3 11	8 18 9	...	15 0 0	...	0 12 8	221 6 9	11 17 5	82 8 2
109 3 11	...	454 1 6	636 1 1	8 0 11	194 18 0	‡2 4 6	52 16 11	5,772 13 9	...	13,683 10 9
33 10 3	...	31 0 4	50 10 11	...	...	...	6 7 5	721 5 0	94 13 3	835 12 7
30 15 2	...	...	...	...	...	‡10 2 0	6 13 2	686 17 9	...	50 6 6
15 1 9	43 3 11	4 1 4	15 0 0	...	...	*...	20 1 9	817 13 3	...	262 5 5
6 12 0	...	...	...	...	...	...	0 6 9	204 7 0	10 7 8	...
35 1 11	...	76 12 9	64 12 8	4 10 11	‡11 9 10	‡20 13 8	15 14 0	998 16 7	28 10 0	2,256 0 1
9 3 11	6 6 8	12 12 0	23 6 8	...	...	...	15 8 3	644 3 9	...	680 10 11
10 15 0	...	3 13 3	15 10 0	2 16 6	...	...	41 4 3	421 4 5	...	112 18 9
50 7 11	...	36 6 11	47 11 2	...	35 3 5	...	8 12 0	965 0 6	58 16 11	993 8 0
39 5 9	...	12 4 10	10 4 10	...	...	...	1 4 7	736 8 10	...	375 9 6
12 9 9	...	6 0 5	12 0 0	...	5 9 0	...	6 12 2	290 16 9	31 18 5	150 0 0
6 17 7	...	15 6 5	12 15 7	...	...	...	0 4 3	322 12 7	...	482 18 2
12 3 10	21 17 10	13 16 3	15 13 4	...	...	...	3 0 0	458 9 0	...	410 3 0
5 16 6	...	17 3 11	14 9 0	2 11 6	...	...	1 5 6	419 12 4	...	516 13 8
42 2 8	...	60 16 3	50 0 0	...	...	‡15 0 8	...	1,219 1 6	241 4 6	1,700 0 0
103 16 5	...	45 5 11	49 15 0	...	60 13 9	§...	0 1 1	1,365 8 0	284 15 7	1,247 15 0
15 7 8	...	10 19 1	19 0 0	...	...	...	2 15 2	369 18 10	3 10 8	564 0 0
1 6 0	...	25 0 6	20 0 0	...	...	...	7 8 7	437 19 0	87 0 10	700 0 0
20 9 11	...	30 6 10	...	...	...	...	40 8 2	688 14 9	...	642 7 3
116 0 6	...	184 5 10	90 10 9	9 16 0	195 10 7	‡312 1 11	9 3 5	2,660 11 9	...	5,171 1 6
24 19 1	...	72 9 0	61 5 0	...	10 2 6	...	22 10 9	1,125 9 8	...	2,131 7 2
12 2 3	...	45 9 8	34 2 8	...	...	...	20 5 5	451 12 1	...	1,307 13 0
27 10 11	...	8 19 4	14 6 0	...	...	...	8 2 11	616 8 2	...	289 9 9
9 14 6	...	...	...	...	9 17 6	...	6 19 11	720 17 4	...	71 8 10
4 13 3	...	3 3 6	11 14 0	...	...	‡8...	17 0 1	353 17 6	96 3 0	125 13 0
46 19 6	...	37 6 7	56 10 9	...	55 11 10	‡73 16 3	26 16 5	1,955 2 9	939 0 6	2,613 14 6
15 13 8	...	13 0 10	8 12 2	...	...	...	17 6 2	1,298 17 7	...	962 13 1
2 3 6	...	...	...	...	...	...	...	186 5 2	4 5 7	...
1 15 6	...	...	...	...	...	...	...	203 5 9	...	11 12 11
9 4 6	...	...	...	...	...	...	1 0 0	372 9 10	24 17 6	...
43 10 5	...	37 12 11	45 9 6	...	‡8...	...	9 11 11	1,571 16 3	...	1,338 14 2
38 10 2	...	18 12 9	60 0 0	2 10 6	25 14 3	*...	10 7 7	990 3 8	2 10 4	420 9 0
26 15 8	...	14 17 6	25 0 0	...	...	...	6 6 11	1,105 3 3	64 6 6	650 0 0
60 15 11	...	62 17 7	50 16 1	1 15 5	17 8 5	‡28 2 6	3 3 2	1,313 7 0	...	1,782 2 2
45 7 10	...	82 10 1	46 9 11	...	64 4 10	...	10 6 6	1,454 10 8	...	2,434 15 6
19 18 6	...	4 18 0	10 0 0	...	...	...	2 13 8	333 6 8	...	153 4 10
1 18 0	1 19 0	...	...	...	...	...	0 1 0	291 14 8	19 3 2	...
19 15 0	...	65 9 2	48 0 0	...	15 14 0	‡10 0 0	2 16 5	1,166 10 5	59 5 3	1,662 0 0
1,423 1 5	174 4 10	2,005 0 3	2,090 7 2	48 4 4	771 10 11	949 14 4	512 1 11	47,017 3 4	2,132 6 10	62,372 18 2

* No expenditure up to 15th May. † Grant of previous year.
‡ Balance of Grant unexpended at 15th May. § Included under Teachers' Salaries and other heads of the Account.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1899.	Expenses incurred in the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Repairs, Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR.									
Alloway and Ayr (Landward)	...	7 19 4	20 0 0	280 0 0	...	2 17 0	3 11 3	4 6 8	54 11 4
Ardrossan	...	...	75 16 8	1,969 3 2	986 12 11	10 3 7	182 12 2	14 14 5	132 18 3
Auchinleck	26 14 2	19 9 4	85 0 0	1,701 16 3	...	1 16 0	38 12 7	78 6 4	60 12 11
Ayr (B.)	...	...	245 15 0	5,193 19 5	...	34 16 5	379 10 4	206 10 10	515 6 2
Ballantrae	113 5 11	...	25 0 0	508 4 10	...	12 8 3	4 10 2	18 8 4	88 8 0
Barr	6 15 7	3 18 1	3 2 0	304 18 0	...	2 8 4	5 2 5	2 11 11	2 1 0
Beith	69 12 11	...	78 0 0	1,614 15 9	...	13 0 1	60 2 2	26 9 3	138 0 5
Colmonell	...	...	20 0 0	664 15 11	1,163 14 2	3 5 1	11 8 9	14 15 8	13 19 8
Coylton	17 0 9	16 3 6	23 10 0	682 1 8	...	1 10 0	25 2 0	8 11 9	200 12 5
Craigie	...	...	16 1 0	131 17 5	...	0 17 0	0 4 6	3 18 6	1 13 1
Crosshill	...	7 7 11	25 0 0	364 16 1	...	2 6 2	13 16 4	7 0 6	38 10 1
Dailly	...	4 8 8	27 6 6	488 11 0	15 0 0	2 9 2	8 6 9	24 10 5	12 5 2
Dalmellington	50 16 9	24 15 4	40 0 0	967 10 1	...	2 18 9	60 8 0	14 16 3	56 14 3
Dalry	...	...	65 0 0	1,300 0 5	...	6 11 2	37 2 0	13 17 8	15 4 1
Dalrymple	...	4 9 6	18 0 0	343 12 6	80 0 0	3 11 0	3 18 9	14 18 9	7 4 2
Dreghorn	...	5 3 6	30 0 0	1,051 16 8	199 7 8	4 12 4	97 2 11	11 14 9	40 6 1
Dundonald	...	12 2 9	35 0 0	1,052 15 0	...	6 14 4	8 17 4	27 17 1	56 4 0
Dunlop	...	4 0 8	25 0 0	280 0 0	...	0 9 9	8 12 6	4 9 2	8 11 5
Fenwick	...	3 13 1	16 0 0	280 0 0	...	1 6 11	11 15 11	3 11 0	20 7 9
Galston	194 1 6	15 19 6	40 0 0	1,260 1 9	19 4 8	5 6 11	45 8 4	38 3 4	167 9 11
Girvan (B.)	674 16 11	4 0 11	39 0 0	945 3 10	...	5 12 6	37 0 3	11 8 6	99 17 9
Girvan (L.)	15 10 4	4 1 11	25 0 0	792 0	...	2 14 8	4 9 11	13 8 5	24 11 9
Irvine (B.)	268 12 10	4 19 6	117 0 0	1,857 11	...	25 17 3	83 14 1	52 14 5	339 9 9
Irvine (L.)	...	7 12 0	48 10 0	297 19 0	...		2 10 1	2 13 4	36 1 7
Kilbirnie	492 0 6	...	41 10 0	1,154 2 4	12 14 6	6 5 4	97 5 3	13 5 9	60 18 8
Kilmarnock (B.)	...	120 8 11	282 0 0	5,845 12 7	465 19 1	42 5 2	395 7 7	182 8 3	480 13 4
Kilmarnock (L.)	...	6 5 11	45 15 0	670 4 11	...	6 2 9	10 4 6	35 5 3	20 12 8
Kilmaurs	58 14 1	7 14 0	47 10 0	1,228 5 10	...	6 0 0	18 5 6	7 14 0	75 9 10
Kilwinning	935 10 4	6 5 6	96 1 0	1,897 6 4	...	12 1 1	212 3 2	25 15 1	132 18 2
Lanarkshire Combe	...	...	5 5 0	123 10 10	...	0 14 3	2 3 3	5 7 3	
Muirkirk	...	3 13 0	15 0 0	186 12 9	...	1 0 0	1 7 3	1 2 1	9 17 9
Patna	20 7 2	4 19 4	20 0 0	436 8 6	...	0 14 9	2 6 10	5 10 9	66 6 4
Largs	...	6 3 0	30 0 0	676 17 3	2,328 16 9	18 8 10	35 5 7	16 9 8	471 15 3
Loudoun	139 9 11	18 14 11	40 10 0	1,850 19 6	5,965 1 1	5 4 4	67 7 4	15 17 0	42 7 10
Maybole	24 19 11	11 15 6	25 0 0	726 5 0	...	7 9 9	14 8 8	8 17 1	48 15 5
Monkton and Prestwick	...	38 9 8	67 0 0	2,160 1 5	...	34 6 6	77 5 4	32 5 1	75 6 11
Muirkirk	128 6 0	14 10 0	20 0 0	472 0 0	...	1 11 0	14 0 6	21 17 8	14 11 0
New Cumnock	...	24 1 2	55 0 0	1,092 11 10	...	18 13 5	71 11 10	37 16 8	109 5 1
Ochiltree	...	14 3 8	52 0 0	987 16 1	...	9 0 2	18 8 7	25 9 6	63 4 9
Old Cumnock	...	9 11 5	21 8 5	534 19 10	317 0 0	9 2 1	18 0 7	14 8 4	31 10 7
Riccarton	264 10 1	14 18 2	67 0 0	1,176 17 3	...	5 5 0	22 19 7	20 8 3	35 5 2
St Quivox	...	27 4 11	30 0 6	885 12 8	409 4 0	8 5 4	11 18 6	26 9 1	146 12 9
Sorn	805 14 0	...	25 0 0	342 0 0	181 12 6	2 4 6	3 1 7	4 10 5	6 1 10
Stair	...	6 8 6	40 0 0	929 11 6	...	4 14 6	5 1 7	11 9 10	66 1 0
	...	...	15 10 0	289 16 4	...	3 19 4	10 15 11	1 0 1	18 15 4
Stevenston	474 18 7	...	54 18 0	1,420 18 10	...	14 11 10	52 18 6	43 2 11	77 16 5
Stewarton	...	8 0 8	60 0 0	751 4 8	...	0 14 10	17 3 2	14 17 9	36 18 8
Straiton	...	4 0 6	15 0 0	486 5 3	...	5 8 4	14 2 8	10 3 9	19 17 11
Symington	121 8 11	2 7 8	15 0 0	146 5 0	...	0 6 6	0 14 0	2 15 8	1 6 6
Troon	160 2 4	7 13 8	30 0 0	940 5 3	...	2 5 10	39 4 6	11 7 9	42 7 5
West Kilbride	...	4 16 6	25 15 0	505 6 7	...	6 1 7	17 5 4	3 14 2	12 6 0
Total	4,867 8 6	522 6 7	2,402 4	62,118 8 1	9,520 7 5	338 19 1	2,288 13 4	1,240 6 7	4,249 8 2

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
19 1 10	...	18 8 2	24 0 0	...	...	...	1 2 4	435 17 11	250 18 6	508 0 0
158 14 8	...	312 6 4	177 17 1	0 8 6	...	...	82 12 6	4,054 0 3	519 16 7	8,783 9 8
97 0 4	...	40 7 11	64 6 8	...	...	...	28 4 3	2,242 6 9	49 15 9	1,101 6 8
306 0 0	...	684 17 11	856 7 2	30 19 6	...	...	239 10 9	8,731 13 6	...	18,810 7 2
20 0 4	...	64 6 3	52 15 6	...	*...	...	18 9 10	925 18 0	...	1,900 17 3
23 19 2	...	17 10 10	33 6 8	...	*...	...	0 5 10	411 19 10	25 7 11	445 0 0
90 10 2	...	76 5 4	138 7 5	...	...	...	40 19 8	2,346 3 3	...	2,213 15 3
26 14 6	...	50 17 2	70 1 7	7 2 5	...	†...	13 4 11	2,059 19 11	82 0 7	1,908 3 0
25 13 10	...	14 3 6	36 0 0	...	...	...	7 8 1	1,037 17 6	...	396 17 10
8 10 0	...	19 5 0	25 0 0	...	...	...	...	207 6 6	100 7 5	525 0 0
31 9 7	...	49 8 4	47 7 5	...	...	...	4 10 7	589 13 0	...	1,338 8 7
24 15 6	...	48 16 1	45 2 10	...	*...	...	2 15 6	704 5 7	112 10 1	1,351 1 10
27 1 1	...	40 2 8	141 17 4	2 3 8	...	...	0 17 8	959 1 10	...	1,052 12 10
83 13 6	36 15 7	61 18 0	101 4 6	...	...	...	0 0 3	1,781 7 2	629 0 9	2,838 0 9
20 10 3	...	55 12 1	56 14 4	...	...	...	12 12 10	626 4 2	...	1,562 15 1
92 2 5	...	57 4 7	128 6 8	...	...	...	27 11 3	1,795 8 10	11 14 10	1,506 16 8
99 18 2	...	92 9 2	155 0 0	1 18 10	...	...	24 0 3	1,622 16 11	147 15 8	2,497 10 0
10 13 0	...	39 0 10	69 14 2	...	...	...	5 16 9	426 8 1	169 19 3	1,045 16 2
16 8 5	...	20 18 0	41 13 4	...	...	...	3 0 6	417 12 11	120 6 3	540 16 8
113 10 9	...	38 17 10	90 0 0	1 3 0	...	...	21 18 11	2,051 6 5	...	1,985 17 1
55 1 8	...	99 9 8	56 19 11	3 5 6	‡...	...	22 3 6	2,033 19 11	...	3,578 16 6
18 8 0	...	55 3 8	66 6 6	...	15 5 3	...	4 0 11	1,041 1 4	...	1,562 12 7
132 8 2	...	202 8 9	253 2 5	18 11 9	...	...	130 4 2	3,486 14 1	...	5,802 3 0
12 5 0	...	...	...	...	...	...	5 4 6	412 15 6	47 1 2	...
34 17 0	...	69 3 0	98 18 6	...	§20 11 4	...	17 18 9	2,119 10 11	...	2,459 2 4
273 16 8	...	633 9 9	724 6 8	10 0 0	685 4 6	1,135 6 8	182 14 7	11,460 13 9	...	17,382 7 11
34 7 1	...	70 0 0	166 13 4	...	...	...	0 9 6	1,066 0 11	138 15 2	1,833 6 8
100 4 11	...	71 14 1	115 17 9	...	...	...	12 19 11	1,750 10 1	...	2,011 8 2
140 9 5	79 5 2	223 8 11	192 3 7	3 19 8	§37 11 3	...	32 6 8	4,047 5 4	...	6,519 17 11
6 17 0	...	...	...	...	...	...	52 13 0	196 10 9	...	48 11 1
12 10 3	16 4 6	34 11 7	29 2 4	3 8 0	*...	...	0 18 0	313 7 6	18 19 5	958 17 4
29 18 11	...	33 4 3	27 13 5	...	*...	...	6 11 10	693 2 1	...	951 5 3
110 17 3	...	230 17 0	268 8 10	...	...	...	112 11 11	4,601 11 4	...	7,465 19 3
67 7 10	...	92 16 8	138 5 10	...	§17 10 0	...	91 13 11	5,142 6 2	...	4,602 9 6
79 13 7	...	111 0 0	60 0 0	...	...	...	8 18 10	1,137 1 9	27 2 3	2,730 0 0
95 3 1	...	457 4 3	158 1 5	...	*...	...	35 5 6	3,249 9 2	55 11 0	13,121 13 7
34 9 6	...	69 6 8	68 1 6	...	...	...	1 1 0	739 8 10	221 3 3	1,703 16 0
127 4 0	...	114 18 4	144 15 3	...	...	...	45 11 8	2,569 15 1	...	2,940 15 10
91 8 10	10 0 0	107 2 1	210 0 0	...	§0 16 6	...	6 9 3	1,593 19 5	623 7 6	2,831 13 4
21 4 6	...	31 18 2	26 12 8	...	§8 0 0	...	0 4 6	1,039 1 1	76 14 11	885 0 5
73 2 3	...	131 11 2	171 9 0	0 14 0	...	...	38 8 9	1,754 11 7	472 16 10	3,630 3 0
76 16 3	...	22 16 8	...	...	...	...	25 5 1	2,142 15 10	...	727 0 4
22 19 6	...	21 16 2	60 0 0	...	...	...	4 5 7	624 6 1	...	540 0 10
43 15 5	...	59 19 9	70 4 7	...	...	...	114 12 1	2,152 14 9	...	2,530 8 8
19 14 10	...	...	...	...	...	...	10 5 6	369 15 4	53 10 9	...
116 15 1	...	154 15 4	176 12 11	15 2 6	...	...	11 1 1	2,612 5 6	...	4,377 7 0
54 2 4	39 12 7	99 5 0	175 7 0	...	...	...	0 9 4	1,255 15 9	211 9 6	2,660 7 6
24 13 10	...	60 13 7	66 5 0	...	*...	...	2 14 4	606 4 10	85 5 1	1,644 7 6
9 18 11	...	24 16 7	30 3 5	...	...	...	4 9 0	360 11 5	...	703 11 8
82 11 3	...	40 19 7	100 0 0	...	...	...	23 18 0	1,500 14 10	100 12 5	1,075 0 0
25 3 2	...	72 7 4	64 7 8	22 7 5	...	...	‖205 1 4	1,023 4 1	13 18 8	1,993 7 9
3,324 13 0	181 17 10	5,199 14 0	6,075 2 2	121 4 9	784 18 10	1,135 6 8	1,744 14 8	96,544 13 4	4,376 1 6	150,684 3 5

* No expenditure up to 15th May. † Included under Books Apparatus. ‡ Included under Teachers Salaries.
§ Part of Grant of previous year. ‖ £200 Over Heritable Property.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1896.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Fees on, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.									
Aberlour	231 12 8	5 6 8	20 13 0	575 7 8	...	1 10 2	10 9 1	3 4 2	7 14 3
Alvah	33 17 5	...	19 0 0	480 10 9	824 12 6	5 3 10	5 6 2	9 0 5	49 4 4
Banff (B.)	515 2 11	4 17 6	64 13 0	1,358 0 4	10 4 9	16 5 6	117 13 8	66 6 5	27 16 4
Banff (L.)	...	8 14 11	15 0 0	366 1 0	...	2 3 2	15 14 0	11 11 6	21 19 11
Botharm	...	...	18 0 0	413 14 7	93 16 8	4 17 11	6 13 1	13 10 5	8 10 5
Boyndlie	...	...	13 0 0	241 10 1	...	1 6 8	4 9 7	3 11 9	5 17 1
	...	9 7 4	27 10 0	711 19 10	...	4 1 6	20 4 11	22 9 7	9 7 6
Cabrach	...	...	11 10 0	184 13 0	...	1 19 6	4 17 9	2 7 5	20 13 6
Cullen	216 18 5	3 18 9	45 1 0	716 19 8	...	2 11 9	22 15 4	32 2 4	23 4 10
Deskford	...	...	16 0 0	254 2 1	...	1 1 5	7 8 2	16 0 6	9 16 11
Enzie	...	11 18 2	23 5 0	681 8 9	...	22 4 1	29 18 8	30 12 3	26 16 4
Fordyce	73 8 9	...	48 14 0	1,689 6 3	...	9 16 10	123 18 2	98 18 1	70 7 1
Forglen	...	8 14 0	16 1 7	393 4 3	...	3 15 4	9 12 10	5 4 4	6 14 4
Gamrie	381 13 7	6 0 10	77 2 8	2,001 11 0	16 16 6	6 6 8	28 0 9	30 0 6	41 16 6
Glenrinnes	...	5 1 6	8 10 0	176 8 1	12 6 8	1 19 2	8 12 6	3 3 2	8 18 10
Grange	...	4 1 0	17 0 0	486 4 8	...	5 4 2	12 16 2	15 10 6	4 1 11
Inveravon	16 4 11	3 12 6	23 15 0	676 13 5	...	2 0 8	5 8 7	11 8 2	5 17 9
Inverkeithny	17 4 2	...	13 0 0	275 10 10	...	6 15 3	5 11 2	12 16 8	23 3 0
Keith	...	7 7 0	54 0 0	1,891 9 2	354 0 3	12 7 3	139 14 2	47 18 2	122 8 0
Kirkmichael	77 5 3	2 17 0	12 10 0	263 1 6	...	0 14 7	5 0 2	3 14 6	5 18 6
Marnoch	...	...	35 0 0	926 7 4	...	6 0 6	22 12 2	26 2 5	75 18 7
Mortlach	...	8 15 4	29 0 0	722 19 8	25 0 4	7 7 1	23 6 4	19 16 5	61 18 5
Ordiquhill	...	3 13 10	9 0 0	186 12 0	...	2 0 8	7 7 6	1 17 11	24 5 7
Rathven	...	...	20 0 0	2,273 5 6	480 11 9	14 18 11	101 1 10	26 2 3	49 4 2
Rothiemay	...	10 12 6	20 0 0	421 4 8	...	2 0 7	20 19 1	15 15 3	8 4 7
Total of Banff	1,563 8 1	104 18 10	729 4 3	18,217 6 1	1,814 8 11	146 12 6	780 12 8	610 12 5	757 19 3
BERWICK.									
Abbey St. Bathans	...	2 7 8	5 0 0	154 13 10	...	0 2 6	2 18 7	1 2 1	2 0 8
Ayton	34 14 5	9 5 6	25 0 0	463 12 4	...	2 3 9	9 7 5	17 6 6	20 0 1
Bunkle and Preston	...	...	9 0 0	124 18 8	147 10 5	0 12 11	2 17 9	1 5 5	3 11 1
Channelkirk	...	2 10 6	14 7 6	191 12 1	...	0 11 2	5 5 3	0 12 9	7 14 2
Chirnside	98 7 10	9 5 6	17 10 0	441 19 2	...	...	25 5 6	10 13 8	54 13 9
Cockburnspath	19 7 6	...	15 0 0	295 0 0	...	...	7 8 2	0 15 0	24 7 4
Coldingham	...	15 12 9	53 0 0	1,302 7 5	1,084 1 8	8 14 4	17 0 10	25 7 2	34 13 7
Coldstream	...	5 8 0	32 0 0	854 10 7	...	4 1 10	11 11 4	9 7 0	42 19 3
Cranshaws	4 10 5	2 4 4	5 5 0	106 1 0	...	0 12 0	0 2 8	0 9 2	6 11 10
Duns	...	4 17 2	52 2 0	672 18 8	...	5 18 11	37 11 0	26 0 7	52 3 10
Earlston	...	13 13 4	22 5 0	494 6 8	...	2 11 5	16 19 3	16 11 11	8 0 7
Eccles	...	11 12 8	15 0 0	543 14 4	149 10 8	4 3 0	26 2 5	10 2 3	21 12 5
Edrom	...	8 6 4	25 15 0	467 10 0	130 19 0	1 16 1	12 2 2	25 2 10	4 6 9
Eyemouth	...	4 11 3	44 0 0	588 11 9	...	14 10 8	36 1 9	51 5 0	96 10 9
Fogo	18 7 9	1 10 9	13 8 0	180 16 1	...	0 8 9	3 2 6	1 14 7	10 4 8
Foulden	...	2 2 0	10 8 0	138 2 9	...	0 10 6	0 2 8	1 2 11	2 9 7
Gordon	...	2 14 10	17 10 0	270 5 5	...	5 15 0	13 16 1	2 15 10	45 14 10
Greenlaw	...	4 16 8	16 15 0	322 3 10	...	2 15 7	10 13 1	4 8 1	17 9 1
Hume and Stitchell	...	3 2 2	7 0 0	200 12 4	...	1 2 1	3 0 0	2 8 5	1 2 10
Hutton	...	2 2 0	14 0 0	288 5 4	...	0 9 6	4 4 5	26 5 8	1 19 7
Ladykirk	...	1 8 8	10 0 0	175 4 0	...	1 5 6	0 9 2	1 4 4	17 5 10
Langton	...	2 13 1	2 0 0	172 16 5	...	1 9 8	6 18 0	2 1 9	0 17 7
Lauder	...	4 1 2	20 0 0	521 19 6	...	0 10 9	16 14 4	13 14 3	21 18 1
Legerwood	...	...	6 0 0	175 2 6	...	1 4 3	0 6 6	1 13 2	5 5 4
Longformacus	...	2 1 6	7 0 0	55 0 0	...	2 2 2	1 8 0	0 14 6	5 17 0
Mertoun	...	3 12 0	10 0 0	140 0 0	...	0 10 0	3 13 6	0 12 9	7 7 0
Mordington	...	...	1 [illegible]	[illegible]	...	0 10 6	1 4 6	1 16 0	4 6 8
Nenthorn	...	1 7 11	10 10 0	152 12 0	...	0 6 6	1 17 5	2 5 5	5 2 2
Polwarth		2 7 2	7 0 0	119 10 6	...	0 7 6	2 16 6	1 2 8	0 5 6

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
22 0 1	...	28 10 11	26 6 3	...	5 1 6	...	20 0 1	962 16 6	55 18 6	685 19 3
23 2 0	...	23 2 11	50 10 0	38 13 8	...	...	23 16 3	1,585 19 9	68 9 5	1,142 0 0
95 9 1	...	17 6 1	17 10 0	...	...	...	18 12 3	2,339 17 10	...	884 10 1
14 13 0	42 16 9	16 2 3	22 10 0	...	...	...	3 1 10	479 8 11	...	598 19 6
30 17 0	...	43 2 0	26 1 6	1 8 4	...	...	10 16 3	668 8 5	...	1,336 9 4
9 4 0	...	27 8 0	17 0 8	...	9 0 0	...	...	332 8 4	207 7 1	786 11 1
25 14 7	...	68 5 4	34 18 5	...	...	...	1 5 0	935 3 8	118 2 5	1,917 17 1
13 8 3	...	17 5 8	16 12 2	...	...	...	6 4 3	279 11 6	66 15 0	477 2 7
60 18 6	...	86 13 10	61 14 0	6 0 6	...	...	20 16 2	1,302 15 1	...	2,589 9 8
14 5 0	...	38 7 11	14 4 7	...	...	...	1 3 1	362 9 9	101 0 7	797 1 3
30 7 5	...	50 16 2	36 11 1	6 8 6	...	...	7 1 2	948 7 7	174 10 1	1,418 18 0
80 4 5	...	172 4 8	170 18 5	...	...	...	38 5 9	2,586 2 5	...	4,642 12 7
12 6 0	...	23 5 6	29 6 0	0 12 4	...	...	1 0 6	419 17 0	71 4 5	643 0 0
131 7 2	...	133 1 3	136 17 7	...	4 10 0	...	26 19 2	3,642 2 9	...	4,143 11 6
15 1 7	...	7 5 1	7 3 0	...	...	...	0 16 6	252 5 8	21 14 10	199 19 0
21 0 6	...	69 19 6	32 5 0	...	...	...	6 9 4	574 12 9	126 18 3	1,968 18 7
37 12 6	...	31 19 7	42 14 7	...	...	...	3 13 1	861 0 4	67 9 7	881 12 10
9 3 7	...	1 7 1	12 14 3	...	...	...	7 3 2	392 9 2	...	46 10 4
139 8 2	...	180 1 10	254 2 10	6 0 1	...	...	31 10 7	3,270 8 2	146 16 8	5,086 1 5
15 13 9	...	12 13 7	9 4 0	...	...	...	7 9 9	416 3 2	...	380 12 7
52 0 10	...	67 11 1	60 16 2	0 13 8	...	...	8 10 6	1,280 19 11	...	1,912 19 10
60 12 1	17 13 1	83 4 6	57 2 3	...	...	...	3 7 11	1,118 3 8	...	2,480 19 3
9 17 11	...	1 17 10	7 4 2	...	...	...	1 0 2	251 17 7	9 18 7	46 17 3
101 6 0	...	310 3 11	217 12 2	2 8 0	...	...	48 19 7	3,792 14 1	645 17 1	8,572 19 11
13 9 0	...	35 5 0	35 9 4	0 7 8	9 0 0	...	5 1 0	598 8 3	330 13 3	976 5 4
1,039 2 5	60 9 10	1,539 2 0	1,397 8 5	62 12 9	27 11 6	...	303 3 4	29,154 12 3	2,212 15 9	44,527 18 3
2 10 0	...	...	...	...	...	...	...	170 15 2	40 10 4	...
28 13 0	...	18 19 2	33 6 8	...	...	...	1 9 3	664 7 1	...	537 0 6
6 10 2	...	...	...	12 7 0	...	...	7 14 6	316 7 11	...	3 15 11
14 6 2	...	9 10 6	18 15 0	...	...	...	0 8 4	265 15 5	42 4 7	253 8 4
29 8 1	...	24 9 3	32 9 1	...	...	...	4 9 7	748 11 5	...	804 13 0
15 5 3	...	...	...	...	...	...	...	387 3 3	...	20 17 9
69 3 5	...	157 12 2	137 0 1	...	...	...	3 10 3	2,620 2 8	...	4,260 15 4
39 19 11	...	57 8 3	65 10 11	...	...	...	5 12 2	928 7 0	31 1 6	1,574 19 4
2 10 0	...	...	...	...	...	...	0 1 1	128 7 6	...	3 0 6
65 9 5	...	176 15 10	148 1 2	...	...	...	5 8 6	1,246 15 1	...	4,713 10 7
22 8 4	...	44 13 3	84 19 1	...	...	...	0 1 10	671 3 3	...	1,247 4 6
20 1 6	...	...	...	...	...	...	1 5 2	803 4 5	...	79 13 3
25 15 7	...	12 4 6	12 6 10	7 0 4	...	...	0 4 0	673 9 5	...	353 11 1
52 3 3	...	70 5 9	32 0 3	...	...	...	5 3 6	995 4 5	...	1,981 5 7
10 16 2	...	...	...	...	...	...	0 10 6	250 19 9	2 6 10	...
6 1 1	...	...	...	...	...	...	...	155 18 9	10 14 0	10 0 0
17 9 11	...	8 19 2	11 10 0	...	24 0 0	...	2 9 6	418 0 7	241 12 10	247 5 0
22 5 8	...	39 10 6	29 6 5	...	...	...	6 19 7	476 19 6	19 9 7	1,099 19 8
15 0 0	...	...	...	...	...	...	1 16 11	325 5 3	88 14 8	...
16 2 6	...	...	...	...	...	...	0 9 6	332 18 10	125 12 9	1 1 0
12 11 6	...	3 12 10	8 0 0	...	...	...	1 9 10	232 11 8	4 3 6	96 0 0
11 0 10	...	20 13 1	25 7 11	...	...	...	2 6 6	256 4 10	26 2 6	564 14 9
38 3 8	...	30 14 11	56 5 1	...	...	...	9 19 2	738 7 11	207 19 0	822 4 10
6 0 0	...	12 15 1	10 13 3	...	...	...	...	219 0 6	75 19 7	353 14 11
3 10 0	...	...	...	0 2 6	...	...	4 7	78 11 10	10 16 5	...
14 0 0	...	...	...	...	...	...	1 0 0	130 15 3	85 18 1	...
5 12 0	...	7 14 11	14 0 7	...	...	...	...	136 14 11	88 14 11	206 11 0
8 9 10	...	...	...	...	...	...	...	165 11 3	...	0 2 8
6 11 3	...	...	...	...	...	...	3 3 0	134 0 7	...	3 9 3

Balance of Grant unexpended at 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BERWICK.—*contd.*									
Swinton	...	5 5 0	15 0 0	249 17 7	...	1 18 8	5 5 10	5 8 3	7 19 5
Westruther	45 0 6	3 13 7	13 0 0	120 9 6	...	0 19 3	3 11 8	1 16 3	10 0 0
Whitsome	...	3 11 8	11 10 0	196 2 9	...	0 12 9	2 6 7	4 15 4	3 2 3
Total of Berwick	220 8 5	136 13 3	528 15 6	9,769 17 3	1,522 1 9	71 6 11	291 17 8	271 2 3	553 16 11
BUTE.									
Cumbrae	...	7 18 9	22 0 0	279 17 4	...	3 13 6	49 3 6	15 0 6	42 16 6
Kilbride	...	6 7 6	17 10 0	309 13 0	...	10 17 1	8 16 4	12 11 1	55 11 11
Kilmory	...	5 0 4	28 16 6	581 0 0	...	2 10 6	5 5 11	22 15 8	14 14 0
Kingarth	...	14 3 6	26 0 0	411 12 7	95 8 8	2 14 0	3 18 6	31 2 5	11 14 7
North Bute and Rothesay (L.)	...	5 0 11	20 0 0	377 16 6	...	2 11 11	3 13 11	15 14 5	5 12 0
Rothesay (B.)	637 18 1	58 14 5	75 0 0	2,845 15 5	...	12 7 6	159 9 2	46 17 4	140 14 7
Total of Bute	637 18 1	98 5 5	188 6 6	4,895 14 10	95 8 8	34 14 6	230 12 4	144 1 5	271 10 3
CAITHNESS.									
Bower	66 15 7	4 4 6	32 0 0	628 3 11	...	9 6 6	32 1 0	19 0 2	32 4 9
Canisbay	...	10 16 2	30 7 0	579 11 1	272 8 10	2 9 9	21 3 4	29 17 7	35 5 7
Dunnet	...	11 16 3	24 10 0	425 10 0	...	3 0 6	8 18 1	18 12 9	16 19 6
Halkirk	124 7 0	6 0 7	30 0 0	1,109 14 6	215 14 0	8 5 3	38 15 1	28 6 6	42 7 11
Keiss	...	12 11 2	27 7 0	376 17 7	...	11 4 5	40 19 8	11 7 2	28 6 11
Latheron	...	24 17 5	75 3 6	1,322 11 8	143 16 6	10 14 8	52 11 4	50 16 5	47 19 8
Olrig	...	10 17 3	30 5 0	421 9 4	...	9 15 0	24 4 8	10 17 0	14 4 6
Murkle (Comb.)	...	...	5 0 0	185 18 6	...	0 11 0	2 13 2	3 19 9	0 11 0
Reay	30 18 1	4 17 0	31 10 0	367 16 2	143 9 3	9 4 10	29 7 8	7 1 2	30 0 4
Thurso	350 18 2	16 7 3	60 10 0	1,792 9 6	202 3 1	21 10 0	59 12 10	30 1 11	23 18 11
Watten	...	4 3 3	22 0 0	457 13 6	...	0 18 4	9 4 6	8 18 1	9 19 1
Wick (B.)	584 19 7	....	84 13 9	1,886 11 4	362 2 8	11 11 9	97 14 0	91 13 1	179 7 9
Wick (L.)	605 6 6	17 5 11	75 0 0	1,563 5 11	...	7 12 11	39 8 10	95 16 6	29 6 3
Total of Caithness	1,733 4 11	123 16 9	529 6 3	10,757 12 10	1,339 14 4	106 4 10	465 13 9	451 7 8	461 4 5
CLACKMANNAN.									
Alloa (B.)	...	...	110 0 0	2,537 2 10	4,462 12 9	21 7 6	306 8 7	342 11 4	97 8 9
Alloa (L.)	...	8 10 0	60 0 0	1,204 2 10	138 13 7	11 3 10	60 7 2	58 10 5	119 16 11
Alva	589 17 10	25 3 10	30 0 0	1,488 12 6	...	9 10 7	259 0 11	60 0 7	178 17 11
Clackmannan	...	5 13 6	37 0 0	781 10 3	...	2 17 2	27 19 0	30 11 0	30 5 2
Dollar	...	14 8 0	22 0 0	331 15 6	...	12 14 5	8 11 11	19 16 11	2 3 8
Tillicoultry	...	...	37 0 0	1,378 13 2	...	7 16 6	157 13 1	57 11 3	73 3 4
T. of Clackmannan	589 17 10	53 15 4	296 0 0	7,721 16 1	4,591 6 4	65 10 0	820 0 8	484 1 6	502 15 10
DUMBARTON.									
Arrochar	...	10 6 3	12 15 0	199 12 8	...	3 12 11	3 11 4	2 9 5	44 8 0
Bonhill	383 1 3	14 15 1	134 10 0	3,235 15 2	...	17 19 3	122 12 6	111 11 1	145 13 6
Cardross	258 8 9	37 16 1	97 10 0	1,442 3 7	...	6 15 0	120 5 4	44 10 6	162 11 0
Cumbernauld	187 19 8	6 9 6	52 0 0	818 15 11	...	14 15 9	33 16 3	57 3 5	75 14 6
Dumbarton (B.)	712 16 8	17 12 9	176 0 0	4,697 14 5	496 15 2	63 12 6	214 14 9	145 2 6	209 7 7
Dumbarton (L.)	...	4 13 9	13 4 6	*...	...	0 2 6	...	...	-
Kilmaronock	26 19 8	3 8 7	11 10 0	280 2 10	...	2 19 6	0 8 6	8 3 4	30 8 5
Kirkintilloch (B.)	...	43 8 5	71 15 0	1,907 19 3	2,313 9 2	29 9 4	222 17 11	70 8 0	80 0 7
Lennie (Comb.)	287 16 6	...	20 0 0	994 7 11	530 10 4	25 13 11	75 16 1	50 16 3	60 3 4
Kirkintilloch (L.)	174 17 5	...	51 0 0	707 4 4	102 2 0	4 3 5	62 17 4	17 2 10	23 6 7
Condorrat (Comb.)	101 12 10	...	20 0 0	315 0 10	...	1 2 3	21 1 7	14 6 7	18 18 1
Luss	25 11 2	...	14 0 0	215 7 6	...	5 15 10	10 5 5	2 7 4	16 4 6
New Kilpatrick	...	43 4 7	132 5 0	1,897 2 7	550 0 0	25 2 8	71 5 8	138 17 0	170 7 10
Old Kilpatrick	94 4 3	22 4 3	210 0 0	3,893 14 11	...	67 1 6	359 7 5	298 8 1	289 4 1
Roseneath	44 15 11	14 14 6	25 0 0	561 18 5	...	1 11 2	4 11 2	9 7 7	25 6 6
Row	...	91 16 0	115 0 0	2,886 7 4	2,039 6 4	25 1 5	78 8 5	111 15 5	257 18 9
T. of Dumbarton	2,290 2 1	350 8 5	1,148 9 0	24,050 6 8	5,532 3 0	294 17 6	1,421 15 9	1,093 9 1	1,708 12 4

* No School under the Board.

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
18 4 6	...	43 4 11	36 7 5	...	...	...	0 3 1	384 14 8	21 18 5	1,199 4 7
12 2 0	...	2 6 2	32 17 2	...	...	...	18 12 6	264 3 4	...	91 5 7
12 1 0	...	25 19 3	37 3 7	...	...	...	0 4 8	297 9 10	89 17 9	713 16 0
630 6 0	...	767 9 6	776 0 6	19 9 10	24 0 0	...	84 17 6	15,668 3 3	1,213 17 3	21,243 4 10
35 12 3	...	23 14 1	37 2 4	...	...	...	...	617 3 9	...	680 19 6
16 18 6	32 18 7	65 17 9	78 0 0	...	...	...	1 18 10	617 0 7	243 1 8	1,824 0 0
0 12 6	...	70 0 0	87 10 0	...	...	...	10 15 2	830 0 7	142 18 5	1,912 10 0
20 11 4	...	48 15 8	60 15 3	...	...	...	0 17 3	726 13 7	...	1,409 0 9
10 14 1	...	37 18 5	45 17 6	...	...	...	5 14 0	531 0 8	33 10 9	1,037 12 6
184 10 9	...	121 12 6	163 13 6	3 10 0	...	*‡...	93 4 7	4,543 7 10	690 15 0	3,327 0 8
268 19 5	32 18 7	367 18 5	472 18 7	3 10 0	...	...	112 9 10	7,865 7 0	1,110 5 10	10,191 3 5
22 0 2	...	52 13 6	45 0 0	3 10 0	...	...	17 6 5	965 6 6	80 8 3	1,460 0 0
26 7 0	...	64 10 10	79 0 0	0 18 1	...	...	7 2 11	1,159 17 9	419 6 4	2,156 2 6
6 10 0	...	34 10 11	28 0 0	...	...	† ...	4 5 4	582 13 2	78 0 6	966 0 0
35 7 9	...	43 7 2	36 5 2	...	...	...	15 10 6	1,729 1 4	...	1,588 10 1
20 9 11	9 18 9	61 15 6	45 16 8	2 19 1	...	‡34 7 5	15 15 0	698 16 3	141 14 0	1,435 6 8
86 9 9	...	301 14 0	252 0 0	6 5 11	...	60 0 0	15 16 2	2,451 17 0	364 13 2	8,376 0 0
29 19 11	13 12 3	48 9 8	26 13 8	3 19 2	...	‡* ...	11 5 11	655 12 11	26 0 3	1,351 9 8
5 13 0	...	...	...	...	...	...	2 2 9	206 9 0	...	...
23 15 8	...	84 11 7	41 12 10	...	...	...	10 6 11	814 11 6	...	2,559 8 11
75 3 4	13 12 3	187 1 2	139 13 2	11 18 6	...	† ...	63 11 11	3,098 4 0	...	5,100 7 6
17 4 9	...	32 6 10	28 0 0	...	...	‡12 0 0	24 16 9	627 5 1	218 4 11	896 0 0
105 14 3	...	201 17 5	195 17 8	13 8 4	...	369 13 10	67 9 11	3,921 15 4	...	6,570 13 3
76 14 0	7 19 3	186 4 0	160 0 0	7 6 10	...	...	83 6 7	2,885 13 8	...	5,845 4 8
531 9 6	45 2 6	1,289 2 7	1,077 19 2	50 5 11	...	476 1 3	338 17 1	19,797 3 6	1,328 7 5	38,305 3 3
197 0 10	...	370 1 1	388 1 6	14 18 9	...	...	46 2 5	8,733 16 4	3,087 17 5	1,3552 2 10
95 7 5	...	152 3 4	160 2 4	24 13 3	...	...	46 4 4	2,134 15 5	179 0 11	4,195 7 4
164 11 4	...	149 1 3	162 10 0	8 12 3	56 1 6	§123 16 4	37 15 2	3,344 12 0	...	5,418 6 5
54 1 1	...	16 5 0	27 10 5	3 7 9	...	...	0 7 9	1,017 8 1	98 7 0	436 16 8
48 9 6	...	63 14 0	64 0 0	...	...	...	15 0 0	602 13 11	30 17 7	1,772 0 0
81 17 8	...	70 2 6	122 0 11	...	...	...	3 19 0	1,989 16 6	218 17 0	1,903 8 0
641 7 10	...	821 7 2	924 5 2	51 12 0	56 1 6	123 16 4	149 8 8	17,873 2 3	3,614 19 11	27,278 1 3
15 13 9	...	...	...	...	...	* ...	2 5 7	296 14 11	127 8 4	...
201 11 5	...	204 16 0	342 10 1	0 19 0	† ...	‡148 3 1	20 9 7	5,174 7 0	...	6,375 6 1
110 4 3	...	85 1 5	246 6 8	...	...	† ...	41 7 9	2,632 18 10	...	2,279 17 8
79 14 11	72 13 9	123 3 11	94 16 5	2 1 4	...	† ...	26 15 2	1,650 0 0	...	3,457 1 2
459 9 7	...	574 3 1	782 19 8	13 0 0	...	‡583 5 0	104 4 4	9,340 16 10	3,465 12 6	19,562 11 4
...	82 10 0	...	...	...	...	...	...	100 9 3	119 16 11	102 17 4
14 7 11	9 0 0	16 10 3	26 19 9	...	...	10 8 0	2 13 9	413 19 6	...	455 13 8
278 10 5	163 9 2	500 1 7	173 6 9	40 6 0	† ...	‡7 10 0	46 12 10	5,977 19 5	727 0 5	15,879 5 8
125 8 9	...	...	...	...	† ...	† ...	21 7 6	2,192 2 9	518 4 2	...
55 3 8	11 12 7	153 1 9	150 13 4	...	...	‡5 0 0	19 10 6	1,537 15 9	...	4,608 18 4
23 5 7	...	...	...	...	...	† ...	0 19 7	514 7 8	...	154 17 8
12 16 8	...	...	...	...	...	...	9 6 10	323 15 3	...	68 12 9
166 4 9	24 13 7	189 7 9	315 15 1	...	...	‡164 4 4	23 12 8	3,870 2 5	526 2 7	5,674 16 9
411 19 10	...	1,200 18 8	945 12 1	33 12 11	42 0 0	‡240 5 0	76 12 11	8,145 3 11	...	33,234 13 2
42 7 6	...	1 9 9	10 0 0	...	...	10 0 0	15 13 0	766 15 6	1 9 6	35 0 0
226 1 1	24 13 0	411 16 8	354 3 9	...	* ...	*‡ ...	46 19 0	6,647 7 2	...	12,446 12 4
2,223 0 1	388 12 1	3,460 10 10	3,443 3 7	89 19 3	42 0 0	1,168 15 5	458 11 0	49,584 16 2	5,485 14 5	104,336 3 11

* Included under teachers salaries, and other heads of the Account. † No expenditure up to 15th May.
‡ Balance of grant unexpended at 15th May. § The grant was not received until after 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Improvement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES.									
Annan (incl. B.)	...	8 6 6	57 0 0	1,585 16 0	202 9 7	26 0 6	84 13 6	49 5 1	188 8 9
Applegirth and Sibbaldbie	...	3 13 3	13 10 0	255 19 2	...	2 1 8	1 19 2	2 3 10	36 5 11
Brydekirk	...	8 10 5	15 0 0	146 1 10	...	1 2 8	1 17 3	2 14 8	4 15 2
Caerlaverock	...	6 17 5	14 11 8	533 2 9	440 18 7	4 19 4	10 3 6	11 5 11	37 18 6
Canonbie	...	...	30 0 0	766 3 4	...	2 19 1	29 10 10	21 3 10	41 17 10
Closeburn	...	8 11 6	15 0 0	195 8 1	...	2 8 8	2 12 8	6 14 2	1 13 11
Cummertrees	...	4 4 9	13 0 0	326 1 5	...	4 9 1	3 18 3	5 19 5	18 10 4
Dalton	16 15 5	3 9 6	12 10 0	157 1 0	...	2 8 8	1 11 9	1 19 7	...
Dornock	37 7 9	10 14 4	14 0 0	222 4 0	...	1 10 0	0 8 6	11 5 1	22 10 2
Dryfesdale	...	...	85 0 0	1,068 1 6	229 15 10	15 2 1	58 10 7	37 3 4	35 16 2
Dumfries (B.)	876 3 4	14 12 6	190 0 0	2,139 4 10	198 17 4	27 0 0	164 7 7	125 19 3	118 0 6
Dumfries (L.)	236 2 11	19 17 11	68 0 0	1,089 3 10	...	16 7 8	47 16 4	40 7 10	69 19 6
Dunscore	...	7 3 0	16 0 0	429 11 1	...	7 16 0	12 18 0	4 7 8	6 18 5
Durrisdeer	...	5 5 11	20 0 0	367 10 0	...	2 5 9	0 3 2	3 6 2	0 10 6
Eskdalemuir	...	3 17 8	12 0 0	214 10 0	...	...	2 19 0	4 7 6	98 0 8
Ewes	5 9 8	1 18 7	10 0 0	146 11 0	...	0 8 3	1 6 10	9 10 11	2 10 5
Glencairn	93 13 2	4 3 5	35 0 0	627 8 6	...	1 13 6	5 12 10	10 5 6	29 16 5
Gretna	...	11 0 6	15 0 0	492 5 10	284 3 0	3 4 0	4 9 4	9 2 3	6 18 2
Halfmorton	...	3 17 0	7 2 0	183 15 0	...	1 13 0	13 13 0	2 0 1	7 14 1
Hoddam	...	7 12 6	15 0 0	381 17 6	281 2 10	2 17 0	8 4 4	7 14 8	13 17 11
Holywood	...	18 9 9	16 0 0	417 8 0	...	5 9 7	2 0 10	2 18 11	21 13 7
Hutton and Corrie	...	...	17 10 0	384 9 0	...	12 7 3	6 15 10	5 3 8	27 5 6
Johnstone	...	5 15 5	16 16 0	358 9 7	...	9 4 3	6 14 4	10 9 5	40 10 7
Keir	...	6 18 0	9 0 0	214 12 4	...	0 8 6	4 12 7	2 14 6	4 9 9
Kirkconnel	...	...	14 0 0	396 10 0	...	0 9 1	2 10 9	3 14 4	2 13 2
Kirkmahoe	...	5 2 11	28 0 0	406 15 4	...	5 18 2	11 3 1	10 13 8	26 7 8
Kirkmichael	19 11 7	...	19 0 0	303 11 6	...	3 15 9	4 4 6	3 7 0	8 11 4
Kirkpatrick-Fleming	136 2 10	...	15 0 0	400 14 2	38 14 9	0 14 6	10 2 10	7 13 8	29 15 3
Kirkpatrick-Juxta	153 0 10	4 8 0	16 0 0	270 4 6	...	2 1 6	1 4 9	4 8 1	6 19 6
Langholm	86 12 9	4 6 6	50 0 0	1,127 12 1	...	9 10 7	22 0 1	29 13 4	38 11 8
Lochmaben (incl. B.)	124 15 6	11 13 0	29 13 4	774 14 8	...	5 3 10	21 2 4	18 11 3	35 5 2
Middlebie	6 11 2	3 19 4	15 10 0	323 8 0	...	1 10 9	9 8 3	6 9 2	43 8 3
Moffat	269 11 10	4 15 6	38 0 0	814 3 10	...	28 13 3	29 7 4	46 19 7	41 12 4
Morton	25 15 0	4 10 10	25 0 0	441 14 4	...	1 10 0	19 15 10	29 19 2	22 5 8
Mouswald	14 9 2	3 17 0	7 10 0	189 2 0	...	2 11 8	4 7 11	1 9 8	11 3 0
Penpont	...	3 13 0	17 2 0	402 7 2	...	1 9 10	2 18 2	6 4 3	27 13 8
Ruthwell	19 18 3	6 4 10	16 9 6	214 7 0	...	1 6 0	2 9 2	5 18 0	3 12 8
St Mungo	115 18 9	...	18 2 0	314 0 0	...	1 14 6	6 2 3	2 13 8	24 14 9
Sanquhar (incl. B.)	123 15 11	11 10 7	29 3 10	727 6 0	...	2 18 7	14 7 3	43 8 1	14 11 7
Tinwald	...	4 2 1	13 0 0	321 6 8	...	2 14 8	3 1 0	2 8 6	5 15 8
Torthorwald	103 6 11	8 5 3	16 13 4	372 18 5	...	0 19 6	15 7 1	4 10 2	10 7 3
Tundergarth	...	...	16 3 0	191 7 5	...	7 1 0	3 7 0	1 13 3	1 10 7
Tynron	...	2 14 10	7 16 0	248 12 7	...	0 15 0	0 16 0	2 4 0	42 5 9
Wamphray	...	3 13 5	8 0 0	209 14 6	...	0 2 6	0 19 1	1 4 8	11 18 1
Westerkirk	20 18 2	4 5 8	16 0 0	166 8 11	...	0 18 9	5 0 0	3 7 1	35 14 4
Total of Dumfries	2,515 1 0	267 9 1	1,139 16 8	21,340 14 8	1,667 1 11	249 14 9	699 3 9	667 6 4	1,198 5 .
EDINBURGH.									
Borthwick	...	3 9 8	15 0 0	237 17 6	...	2 15 2	3 16 3	15 6 7	3 3 1
Carrington	...	...	3 0 0	147 18 4	23 10 6	0 8 10	3 14 11	1 10 9	12 2 11
Cockpen	...	14 18 1	27 18 4	567 0 6	83 16 2	4 16 9	13 8 6	37 2 11	33 16 6
Colinton	...	21 18 10	55 1 2	1,381 3 8	499 9 11	5 5 0	20 15 10	193 17 9	70 16 8
Corstorphine	...	11 17 6	31 1 0	479 11 4	...	8 8 4	21 6 10	13 18 3	48 4 1
Cramond	...	24 2 0	57 10 6	1,094 17 6	...	5 6 6	49 0 11	71 8 7	78 16 6

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
50 18 9	...	22 3 2	36 1 0	3 13 0	*5 10 0	...	13 8 2	2,333 13 3	...	871 14 3
20 1 6	...	14 17 5	39 15 2	...	...	...	0 3 0	390 10 1	...	386 11 1
11 10 8	...	9 14 1	10 0 0	4 17 5	...	...	0 3 10	216 8 0	27 5 4	240 0 0
13 4 1	...	54 0 9	28 0 0	...	*2 3 9	...	10 14 10	1,168 1 1	...	1,545 19 3
61 1 5	...	62 1 8	99 4 7	...	2 10 0	...	32 12 8	1,149 5 3	11 18 5	1,618 18 2
13 0 11	9 16 8	12 9 1	23 6 8	...	...	...	...	291 1 4	67 6 1	338 5 6
15 11 8	...	48 9 1	52 8 0	...	...	...	1 1 0	493 13 0	10 3 6	1,257 12 0
12 1 4	...	9 19 6	17 10 0	...	0 14 0	...	...	237 0 9	12 7 3	245 10 0
12 1 10	...	42 7 11	41 10 0	...	3 2 6	...	2 17 11	422 0 0	...	1,202 2 8
56 11 1	...	97 14 3	62 6 9	29 16 4	††...	...	32 10 9	1,799 8 8	...	2,812 12 11
127 16 0	...	137 2 4	280 0 0	19 2 6	10 2 0	...	388 1 0	4,806 9 2	...	4,508 2 7
99 18 2	...	162 8 11	250 3 8	1 17 0	8 16 0	...	27 11 6	2,142 11 3	...	4,502 5 5
13 5 8	...	45 17 4	81 18 10	...	3 7 6	...	27 12 6	656 18 6	41 12 3	1,231 1 8
17 7 11	...	3 0 0	50 0 0	...	...	...	1 0 4	469 9 10	12 16 6	50 0 0
11 17 6	...	...	...	...	...	...	3 1 0	350 13 4	71 3 3	...
3 14 7	...	35 3 4	15 19 8	...	...	...	26 16 0	259 9 3	...	995 19 4
31 16 8	...	55 9 4	45 0 0	...	2 14 9	...	5 7 4	947 18 5	...	1,451 5 10
20 14 9	...	46 6 3	64 0 5	...	1 2 6	...	4 1 2	962 8 3	24 4 6	1,491 7 2
7 16 3	...	10 19 3	9 3 7	...	...	...	2 3 9	250 4 0	17 15 8	303 19 11
17 1 3	...	36 3 4	31 8 1	...	*1 0 0	...	0 12 11	804 12 9	...	1,145 9 0
12 12 6	...	6 6 3	29 5 2	5 19 10	*1 17 8	...	1 19 7	537 16 8	6 7 10	156 14 1
28 17 10	...	22 3 5	38 13 4	...	† ...	...	6 11 11	549 17 9	36 16 4	584 0 0
25 5 0	...	...	...	...	...	...	2 2 9	475 7 4	48 17 9	...
18 12 7	...	21 6 1	56 0 0	...	2 16 0	...	13 18 9	362 9 1	5 1 10	504 0 0
14 11 0	...	3 10 0	100 0 0	...	...	...	3 9 10	541 8 2	2 14 5	...
22 18 9	...	21 9 4	35 14 0	...	...	...	3 4 10	577 7 9	...	621 2 2
17 15 4	...	...	...	...	‡2 2 6	...	1 3 9	382 3 3	8 4 3	...
19 2 8	...	49 7 3	65 4 11	...	...	...	7 9 4	796 2 2	...	1,494 17 11
12 0 9	3 4 7	24 5 9	24 12 0	...	...	...	16 0 5	547 10 8	...	791 13 0
107 8 10	...	63 13 10	122 4 0	...	§83 7 6	...	42 5 10	1,781 7 0	85 7 10	1,699 4 9
47 5 2	...	54 19 11	97 5 1	...	6 3 8	...	13 11 0	1,240 2 11	...	1,531 14 8
20 17 0	...	...	...	4 0 6	...	...	2 10 0	437 12 5	...	19 4 5
95 12 10	...	90 18 4	116 14 7	1 17 9	26 0 0	...	34 3 8	1,634 9 10	...	2,771 18 7
11 15 9	...	...	...	...	...	...	4 10 2	606 16 9	8 12 11	...
8 12 9	...	2 1 2	8 8 0	...	0 12 6	...	2 2 0	256 6 9	...	54 19 6
15 12 3	...	...	...	...	3 15 0	...	19 0 6	499 10 10	61 16 7	...
10 16 6	...	...	...	...	1 10 0	...	0 17 10	283 5 6	6 11 8	...
16 1 9	...	19 4 4	23 3 4	...	1 5 0	...	8 7 3	550 7 4	...	647 7 8
28 14 4	...	35 17 4	150 0 0	0 4 6	...	...	8 1 6	1,197 19 6	...	994 18 5
11 12 3	...	11 1 1	20 10 1	...	...	...	2 11 0	398 0 0	74 11 5	281 5 5
17 17 2	...	18 10 4	23 0 0	1 4 8	††...	...	7 11 3	602 11 4	...	565 0 0
12 7 1	...	...	...	...	†...	...	1 14 10	235 15 1	22 8 10	...
3 18 7	...	...	...	...	0 12 0	...	0 15 0	310 9 9	16 10 1	...
4 10 0	...	...	...	...	*1 7 6	...	...	241 9 9	...	2 12 8
5 8 11	...	...	...	4 19 6	0 6 0	...	3 8 5	279 15 10	...	13 5 8
1,208 0 0	13 1 3	1,351 1 5	2148 10 11	77 13 0	122 18 4	...	787 11 1	35,477 19 7	680 14 6	38,932 15 8
17 18 3	...	...	...	...	...	...	1 5 3	360 14 4	106 17 7	...
10 0 0	...	...	...	...	...	...	0 1 6	221 16 3	25 11 11	...
50 6 5	...	51 4 2	85 2 1	...	...	...	20 18 8	985 10 11	...	1,597 16 3
128 18 11	...	204 12 7	232 4 1	...	...	...	0‡17 3	2,755 1 9	131 3 1	5,964 16 5
30 9 5	...	26 9 1	71 11 11	11 4 2	...	...	12 15 9	763 17 8	151 19 2	690 2 2
55 1 9	...	90 18 11	134 5 10	2 10 0	...	...	3 16 3	1,667 14 7	81 8 11	2,407 7 3

* Part of previous years' Grant. This years' Grant unexpended at 15th May.
† Included under Teachers' Salaries and other heads of the Account.
‡ Balance of Grant unexpended at 15th May. § Part of previous year's Grant also.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1898.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes and Insurance.	Replacement and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH—*contd.*									
Corstorphine	...	2 10 5	10 0 0	417 17 1	...	0 10 6	1 7 8	2 7 4	22 3 3
Cramond	...	...	11 10 0	318 4 8	...	1 12 6	4 8 9	5 7 4	26 6 3
Currie	343 5 9	9 17 8	30 7 10	607 12 2	...	7 5 5	13 10 0	40 7 6	42 17 11
Dalkeith, B.	341 10 11	32 16 7	55 0 0	1,067 13 4	...	8 11 10	28 8 11	50 2 4	59 1 1
Dalkeith (L.)	68 12 2	4 17 1	22 10 0	422 14 7	...	1 15 1	5 4 9	5 19 8	2 12 10
Dunbar	...	...	25 0 0	462 3 0	...	0 12 3	3 15 4	17 13 1	24 0 6
Edinburgh (City)	...	738 10 0	2,994 3 6	51,280 5 6	17,830 18 5	706 8 0	4,496 1 7	3,750 14 9	2,053 12 4
Edinburgh (St. Cuthberts and Leith)	...	20 3 2	167 10 0	4,296 19 10	6,857 9 0	15 18 2	108 2 2	260 9 10	52 5 10
Fala and Soutra	...	...	5 10 6	137 2 6	...	0 5 0	0 8 3	3 13 5	4 14 4
Gargunnock	...	...	15 0 0	283 8 6	...	0 13 0	1 7 5	10 10 11	24 15 2
Heriot	6 11 1	...	4 10 0	188 9 3	...	0 8 6	1 12 3	3 2 10	4 1 8
Inveresk (L.)	...	6 1 8	35 10 0	162 8 10	607 18 10	4 19 1	17 18 2	34 12 2	2 3 7
Kirknewton and East Calder	72 1 6	...	28 0 0	1,100 14 0	...	4 19 9	12 15 8	56 1 1	21 12 6
Musselburgh	562 19 0	44 16 2	92 0 0	2,051 1 0	345 5 7	42 19 4	69 2 6	188 5 4	416 14 5
Leith (B.)	...	226 12 10	775 19 0	16,913 12 10	4,556 10 1	254 17 9	1,400 5 3	1,282 7 ...	1,399 6 5
Leith, South (L.)	...	20 6 8	30 0 0	429 10 0	...	3 16 8	24 18 0	47 8 7	14 2 11
Liberton	...	13 10 2	70 10 0	1,365 2 2	128 9 4	19 7 3	38 8 2	102 17 9	24 8 3
Mid-Calder	43 17 7	3 10 3	40 0 0	985 9 3	...	8 0 2	25 9 8	28 4 7	39 15 10
Musselburgh (B.)	9 9 11	6 13 8	97 10 0	2,071 14 9	49 15 6	13 17 9	47 8 5	112 8 0	146 11 5
Newbattle	...	2 15 0	29 8 4	867 19 7	3,409 12 9	5 17 10	18 0 3	38 8 9	87 2 2
Newton	...	4 1 3	30 0 0	381 7 0	...	5 17 6	8 6 10	25 0 3	6 17 7
Penicuik	182 15 2	5 2 11	44 0 0	1,208 1 3	...	10 0 2	21 5 1	78 8 2	78 10 1
Newmiddleburn (Comb.)	...	...	...	88 11 0	...	0 8 0	1 4 3	9 16 8	18 9 6
Portobello (B.)	...	40 5 8	140 0 0	1,618 0 2	...	22 15 1	251 1 3	129 11 10	156 5 3
Ratho	64 10 7	9 9 0	15 0 0	483 8 2	...	3 6 5	14 2 4	11 18 11	9 6 6
Scotsburn	...	...	50 10 0	660 5 0	2,575 17 0	12 7 4	21 17 6	28 15 7	162 15 10
Slateford	...	4 11 4	22 10 0	459 18 7	...	5 5 5	5 5 6	23 18 0	54 19 5
Temple	62 17 4	...	10 0 0	195 6 0	...	0 3 8	1 14 11	1 15 7	2 18 9
West Calder	67 8 4	25 6 6	102 0 0	1,961 3 8	606 10 4	21 19 11	54 9 9	186 4 4	70 12 11
Total of Edinburgh	1,849 0 11	1,208 3 1	5,139 10 2	97,164 19 2	37,473 11 11	1,212 16 4	7,124 5 10	6,888 5 7	5,597 8 5
ELGIN.									
Alves	...	...	20 0 0	285 10 10	...	1 14 0	1 1 1	8 1 8	0 18 6
Belle	...	4 18 6	20 0 0	280 6 11	...	7 9 8	15 6 8	2 1 0	42 18 2
Bonne	88 6 5	3 14 3	14 0 0	200 0 0	...	1 4 8	9 12 10	5 12 9	12 8 5
Crondale	...	5 15 8	40 0 0	1,132 19 5	...	16 14 1	21 15 2	42 11 3	60 11 3
Dallas	...	...	20 0 0	285 4 8	...	1 5 1	0 5 2	24 11 9	8 16 2
Drynie	...	0 5 0	35 0 0	1,056 15 9	106 1 2	2 11 10	17 4 11	56 19 0	55 18 8
Dufftus	...	14 16 8	30 0 0	1,529 3 6	730 6 10	13 0 11	158 14 9	37 18 6	48 6 10
Duke	...	...	18 0 0	320 8 4	...	1 5 1	2 11 8	43 10 8	9 18 5
Edgehillie	...	...	21 0 0	189 5 3	...	0 19 10	2 12 4	7 15 4	0 7 6
Elgin (B.)	54 0 9	32 6 5	70 10 0	2,116 9 7	1 146 5 1	51 4 6	136 17 2	149 11 4	295 5 6
Elgin (L.)	0 17 9	0 15 1	30 11 0	742 2 2	...	12 17 1	18 15 10	36 4 1	24 17 4
Forres (B.)	...	...	62 10 0	952 18 11	...	14 18 1	32 11 7	57 7 6	96 5 1
Forres (L.)	...	...	14 10 0	...	...	0 2 2	...	...	...
Kinloss	...	...	13 0 0	356 0 7	...	1 13 7	10 12 6	10 5 7	40 11 4
Knockando	...	14 7 10	18 0 0	460 17 3	...	5 7 10	19 12 1	13 2 3	4 2 3
New Spynie	...	4 17 0	8 15 0	140 7 3	...	0 6 0	1 14 7	2 15 1	2 5 3
Rafford	...	...	13 5 0	132 17 0	...	1 5 8	3 10 0	14 4 11	30 9 3
Rothes	...	4 4 0	25 0 0	828 14 4	...	8 3 5	22 3 3	24 1 2	199 9 4
St Andrews-Lhanbryde	26 17 10	4 13 1	18 19 5	286 18 6	...	0 19 1	4 9 4	8 14 10	31 4 6
Speymouth	182 17 6	...	21 1 0	125 3 0	...	1 3 6	0 9 11	5 18 6	1 14 8
Urquhart	2 15 8	5 9 5	26 0 0	369 13 1	...	4 3 4	13 3 3	17 14 1	11 9 11
Wards	...	4 14 7	25 16 0	341 6 0	...	0 2 5	18 3 1	13 18 1	13 5 6
[illegible]	354 15 11	[illegible]	[illegible]	[illegible]	[illegible]	140 4 8	[illegible]	417 15 6	803 12 6

* See Summary, page [illegible]

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
13 14 0	...	...	...	...	...	...	1 8 5	471 18 8	21 0 10	...
13 4 1	...	† 2 4	10 3 3	...	...	...	5 16 3	394 17 5	...	29 14 11
49 5 2	15 0 0	62 9 4	67 12 0	18 19 2	...	...	23 9 2	1,331 16 11	...	1,729 8 8
79 18 2	...	131 0 9	103 2 7	...	...	...	76 16 10	2,073 3 4	...	3,859 9 10
16 17 9	...	3 13 10	10 5 3	...	...	...	0 19 1	566 1 7	...	125 19 5
11 11 0	...	7 10 6	20 0 0	...	†*18 9 9	...	...	290 13 5	23 6 2	200 0 0
5,468 9 10	...	9,230 15 1	9,788 0 2	203 7 10	†638 0 0	‡...	2531 6 6	111,696 13 6	7,739 6 4	272,989 7 6
360 5 3	25 4 9	896 16 4	1,051 5 7	16 19 7	59 7 6	...	296 18 8	14,765 15 8	2,354 5 10	31,409 10 2
7 0 0	...	24 4 9	22 11 11	...	...	...	2 1 0	207 11 8	16 19 1	670 9 6
9 3 0	...	15 5 7	29 2 10	...	...	...	56 6 0	463 12 8	...	390 4 8
5 15 0	...	3 11 6	6 11 11	...	...	...	0 4 4	224 18 4	15 14 6	95 11 2
27 11 3	95 13 0	47 15 2	52 10 0	9 1 10	...	...	26 17 4	1,132 0 11	99 13 6	1,663 2 6
90 8 7	...	49 3 11	95 15 4	4 3 6	...	...	48 9 2	1,584 5 0	...	1,193 19 9
271 13 8	53 19 0	483 12 4	730 8 9	1 3 0	...	...	82 12 3	6,439 12 4	...	13,443 15 9
2,005 4 5	...	2,832 7 11	3,532 14 7	27 4 6	§...	§†...	481 14 6	35,844 3 4	3,036 1 6	78,009 8 0
34 0 2	...	82 7 9	52 0 10	2 2 0	12 0 0	...	2 0 8	764 14 3	197 14 6	1,899 9 7
116 11 1	...	158 16 6	264 9 9	3 4 0	87 6 8	...	56 3 10	2,487 5 5	800 14 1	5,006 7 3
68 10 6	...	66 7 9	99 11 0	2 2 0	...	...	8 15 0	1,419 13 7	...	1,859 16 6
130 4 9	...	181 12 2	205 19 10	7 10 9	...	...	22 8 10	3,103 4 9	33 1 10	4,697 13 3
90 2 0	...	217 17 5	168 5 1	...	...	...	25 11 3	5,041 0 5	...	8,228 5 3
28 14 0	...	15 9 1	22 9 3	...	...	...	4 9 5	530 5 2	...	442 6 11
101 9 9	45 0 0	72 3 8	118 15 0	0 13 0	...	...	19 2 7	1,985 6 11	...	1,906 2 8
7 0 0	...	...	...	...	...	...	0 0 1	125 8 6	...	...
83 18 10	...	242 8 7	206 15 11	2 2 0	...	...	45 6 9	2,959 11 4	...	6,699 6 11
38 13 4	51 17 2	...	...	...	...	...	0 14 7	702 7 0	...	69 18 9
80 1 10	...	52 4 9	94 5 4	8 18 4	...	...	36 10 11	3,584 10 5	...	3,151 13 9
31 11 2	...	143 0 8	115 9 2	...	...	...	7 16 8	894 2 9	54 6 0	3,979 7 2
10 7 5	...	6 7 10	23 18 10	...	...	...	5 3 1	320 8 5	5 2 7	158 12 6
189 12 10	...	82 17 4	147 6 6	1 14 0	58 16 2	...	14 13 8	3,610 16 2	43 11 1	2,609 12 3
9,733 13 7	286 13 11	15,484 7 7	17,562 14 7	322 19 8	874 0 1	...	3,923 11 6	211,770 15 4	14,937 18 6	457,178 16 8
16 8 9	...	28 14 11	33 15 1	...	‡...	...	4 12 4	400 17 2	25 16 6	787 12 0
11 2 8	...	...	...	...	‡...	...	2 0 0	386 4 2	129 12 2	...
14 0 0	...	11 9 0	9 13 1	...	‡...	...	23 0 8	413 9 1	...	362 8 4
70 11 8	...	142 11 11	102 0 6	...	‡...	‡...	12 3 11	1,647 13 4	145 6 10	3,987 14 10
24 13 6	...	40 0 4	34 18 4	...	3 0 8	...	‖123 18 9	566 13 11	...	1,151 9 2
75 16 11	...	134 7 0	106 4 5	...	§...	...	3 2 2	1,608 6 10	203 2 5	3,745 15 1
116 18 9	...	123 0 5	186 9 4	1 16 9	†§...	...	33 18 2	3,095 12 6	...	4,088 16 11
15 11 0	...	43 9 0	36 3 4	...	2 10 6	...	3 13 11	501 1 11	...	1,215 17 6
20 10 8	31 19 4	26 18 4	19 18 4	...	‡...	...	1 11 3	322 18 2	130 19 5	749 2 2
201 10 4	...	278 17 5	249 4 2	7 14 2	...	...	69 15 8	4,863 14 1	...	9,228 11 7
46 13 6	76 7 8	62 3 11	118 18 11	...	‡...	...	41 2 5	1,195 6 4	....	1,701 3 3
80 5 0	...	191 7 8	165 15 11	...	†23 18 0	...	27 7 1	1,725 3 0	55 12 10	5,321 6 8
...	90 0 0	25 13 10	21 10 0	...	...	...	1 4 9	151 7 9	46 3 8	722 2 1
42 5 3	...	32 6 4	23 17 8	...	12 12 8	...	4 4 10	573 10 4	192 9 2	899 9 11
23 7 5	...	38 14 1	78 6 8	...	8 11 10	...	2 13 8	685 3 8	23 11 5	858 6 8
8 10 0	...	10 18 5	16 5 11	...	...	...	3 19 9	210 14 8	17 9 11	294 16 9
13 8 8	...	29 7 11	20 17 9	...	4 11 0	...	2 18 4	469 13 4	69 19 10	818 19 0
41 0 2	...	91 4 11	71 7 7	1 10 0	...	...	9 16 2	1,237 1 4	12 16 6	2,471 7 8
15 0 0	90 8 0	32 3 3	56 17 8	...	34 17 3	...	20 8 8	741 7 5	...	962 2 5
10 0 0	43 10 7	...	...	...	...	...	11 11 5	405 19 1	...	149 11 7
35 10 10	...	46 14 0	43 10 0	...	†0 19 11	...	7 19 7	754 10 7	34 7 2	1,292 18 11
23 17 0	18 1 9	14 10 6	28 4 6	...	‡...	...	3 16 5	505 7 10	26 18 4	388 5 6
907 2 1	350 6 11	1,404 13 2	1,423 19 2	11 0 11	91 1 10	...	414 19 11	22,461 16 6	1,114 6 2	41,197 18 0

* Grant of previous year.
‡ No exdenditure up to 15th May.
† Balance of Grant unexpended at May 15th.
§ Included under Teachers Salaries and other heads of the Account.
‖ Water Scheme, £120.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1896.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Repairs of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE.									
Ablie . . .	...	3 3 0	15 0 0	197 12 10	...	...	4 10 5	3 18 8	2 15 9
Aberdour . .	...	...	20 0 0	595 1 6	...	2 10 6	6 16 7	22 14 3	66 7 1
Anstruther-Easter	178 17 10	3 9 2	23 0 0	371 16 4	...	0 10 2	12 18 4	14 19 4	20 5 10
Anstruther-Wester	...	2 14 8	15 0 0	186 14 11	...	0 14 0	5 13 4	9 1 10	2 6 1
Auchterderran .	...	7 4 2	20 15 0	461 10 10	...	2 2 9	9 10 10	12 11 0	26 19 9
Clamy (Comb.) .	3 1 6	...	3 15 0	55 0 0	...	0 9 8	0 4 6	5 8 3	16 17 7
Auchtermuchty .	...	12 1 3	23 8 0	495 15 2	..	10 9 9	22 12 4	12 10 7	15 4 10
Auchtertool .	..	6 11 8	28 0 0	231 13 2	...	7 0 3	18 1 6	3 14 8	8 1 9
Ballingry .	...	6 4 0	20 0 0	351 14 0		1 11 2	10 12 10	12 19 5	12 10 10
Balmerino .	13 15 0	3 2 0	13 12 6	232 1 6	108 5 0	...	2 9 3	2 11 5	13 11 0
Beath . .	516 10 11	11 2 4	136 12 0	2,292 14 8	777 0 5	22 13 8	105 7 2	105 4 9	96 4 0
Burntisland (B.) .	23 9 0	15 1 7	40 0 0	1,158 6 8	52 16 0	3 14 1	29 0 6	53 4 8	110 12 0
Burntisland (L.)	...	3 14 6	10 0 0	265 0 0	..	2 13 4	10 19 4	12 8 5	3 8 5
Cameron . .	...	9 4 6	22 0 0	363 9 2	...	1 13 6	3 8 9	10 13 2	127 7 1
Carnbee . .	...	...	16 0 0	325 13 0	351 7 8	2 6 3	2 15 9	10 6 1	24 8 10
Carnock . .	...	...	15 0 0	259 17 1	331 5 10	1 16 1	9 5 4	3 7 2	21 11 6
Ceres . .	134 14 4	9 14 0	21 0 0	414 5 6	...	1 8 9	16 6 1	17 6 10	34 11 5
Colinsie . .	198 10 5	...	21 12 10	591 6 8	427 0 0	6 5 6	5 10 8	8 9 7	24 3 10
Crail . . .	70 14 2	4 1 0	22 0 0	454 6 0	...	2 12 15	6 6 4	20 9 6	20 16 10
Creich . .	20 6 4	2 12 5	11 0 8	183 15 9	...	0 2 2	7 2 5	1 14 1	12 8 8
Culross . .	...	16 14 4	15 5 0	322 10 0	...	7 0 4	4 0 11	2 17 2	13 9 7
Cults . . .	7 13 9	3 8 0	9 2 6	257 7 9	...	0 12 6	23 5 5	5 11 9	6 12 1
Cupar (B.) . .	39 2 7	...	35 0 0	999 6 0	...	3 15 3	56 15 1	48 6 4	77 16 7
Cupar (L.) . .	...	3 19 11	13 0 0	40 0 0		2 4 3	2 6 10	1 9 10	0 9 9
Dairsie . .	89 18 9	6 5 9	10 0 0	221 0 0	...	0 8 0	3 0 2	2 7 10	6 0 0
Daigetty . .	...	4 7 6	20 0 0	422 16 10	...	3 6 2	4 6 2	15 6 9	28 6 1
Dunbog . .	18 9 11	2 2 6	2 13 2	229 3 9	...		3 0 2	1 10 8	37 3 8
Dunfermline (B.)	104 5 8	61 16 4	176 0 10	5,236 3 8	1,804 6 9	41 16 1	237 18 8	161 17 4	507 0 6
Dunfermline (L.)	...	...	116 0 0	2,426 12 11	1,714 16 0	9 5 5	55 11 10	116 0 8	164 5 1
Dunino . .	...	2 12 0	7 0 0	154 3 4	...	0 18 0	2 18 7	3 9 7	0 7 10
Dysart (B.) .	722 13 0	15 8 11	100 4 6	2,878 6 4	1,049 19 0	22 3 9	106 2 0	149 7 2	361 3 9
Dysart (L.) . .	...	5 13 10	8 12 0	242 14 0	149 11 9	0 13 3	9 9 7	25 14 3	2 12 11
Earlsferry . .	2 3 9	3 13 3	20 0 0	381 5 8	...	2 2 0	5 15 8	17 4 10	27 6 4
Falkland . .	...	15 17 9	26 5 0	730 2 11	...	2 7 5	46 12 4	11 12 2	22 17 2
Ferry-Port-on-Craig .	172 2 6	6 8 9	34 19 0	827 10 4	...	5 12 9	40 11 0	54 10 2	58 2 6
Flisk . . .	...	3 3 9	7 0 0	112 3 9	...	0 19 4	1 16 0	2 5 8	14 . 9
Largan . .	...	15 17 2	40 0 0	943 6 8	...	14 4 1	24 15 1	77 11 4	30 16 0
Inverkeithing .	...	4 13 10	38 4 0	894 1 0	...	4 5 1	15 13 10	14 17 3	30 6 8
Kemback . .	57 2 8	3 11 7	14 0 0	196 6 0	...	1 0 8	8 18 2	5 5 0	7 8 2
Kennoway . .	...	8 10 1	20 0 0	519 4 8	29 9 0	2 12 11	33 0 5	9 16 5	42 19 11
Kettle . . .	...	...	17 0 0	398 13 9	...	3 10 6	22 6 4	7 12 2	28 10 2
Kennetpluhar .	98 17 6	2 14 9	17 0 0	477 2 6	...	3 16 9	4 13 5	9 19 9	6 0 2
Kilmany . .	79 16 8	...	12 0 0	193 3 4	20 0 4	2 8 0	5 5 9	2 3 4	0 3 6
Kilrenny . .	337 18 2	4 10 6	38 0 0	818 12 0	...	4 0 2	30 19 7	24 13 3	56 7 10
Kinghorn (incl. B	64 7 0	...	40 10 0	615 10 6	...	9 11 10	13 1 2	49 12 3	19 8 5
Kinglassie . .	...	3 3 6	17 15 0	330 4 0	...	1 9 9	6 1 2	10 6 1	22 1 11
Kingsbarns . .		2 15 0	12 10 0	317 12 4	...	1 9 8	2 6 3	3 6 8	27 1 11
Kirkcaldy (B.) .	296 15 4	18 4 7	154 1 10	4,049 4 4	5,087 9 7	35 13 3	91 1 5	460 12 5	92 13 9
Kirkcaldy (L.) and Abbotshall	25 2 0	3 19 5	10 5 0	200 18 6	...	2 5 6	8 0 9	4 19 6	9 2 6
Largo . . .	18 19 8	6 10 9	22 0 0	374 18 6	...	0 5 6	7 4 11	11 0 6	23 14 3
Largoward . .	88 12 10	...	21 10 0	330 12 3	...	4 6 3	7 9 3	8 10 6	59 4 5
Leslie . . .		4 13 3	38 11 0	1,062 10 0	...	8 6 6	26 3 5	58 13 1	41 14 8
Leuchars . .	...	16 1 0	22 10 0	677 13 4	165 4 7	5 4 3	1 1 0	20 9 6	39 6 9
Lochgelly . .	...	13 13 0	40 0 0	1,216 15 10	1,217 15 7	8 19 1	30 11 4	64 19 3	245 10 4
Logie . . .	9 4 11	2 14 9	9 0 0	140 19 6	...	1 1 10	1 12 0	4 16 0	30 5 8
Markinch . .	29 3 7	5 14 0	22 4 0	1,698 3 4	236 16 4	25 8 0	102 19 10	72 9 3	58 7 8
Monimail . .	...	...	15 7 6	267 15 6	...	4 7 6	26 10 8	6 4 11	33 13 11
Moonzie . .		2 5 0	6 7 6	149 10 0	...	0 7 8	1 4 7	2 3 4	0 9 1
Newburgh . .	79 3 11	9 14 9	20 1 0	448 12 0	...	1 15 7	36 8 2	22 9 3	30 9 1

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
7 9 6	...	5 12 9	24 13 11	...	...	...	0 0 6	264 17 4	6 3 0	136 6 8
31 19 5	...	64 10 4	43 15 0	...	...	...	0 11 9	854 6 5	...	1,571 8 6
23 18 8	...	3 8 7	8 0 0	...	...	...	12 0 0	673 1 3	...	206 8 6
13 15 10	...	...	...	...	...	...	1 7 8	237 8 4	24 1 11	...
34 15 4	20 0 0	29 10 4	66 13 4	...	...	...	4 8 11	696 2 3	7 13 8	776 13 4
7 7 7	...	...	...	...	...	...	0 19 3	93 3 4	1 9 2	...
27 2 0	...	8 15 6	15 13 11	47 16 5	...	...	1 13 0	694 2 9	42 14 0	235 0 0
5 1 11	...	9 7 9	7 19 10	...	...	...	1 13 0	322 5 6	6 0 1	260 3 9
23 18 1	...	17 18 5	68 0 0	...	...	...	3 14 3	529 4 0	30 18 3	444 0 0
8 8 2	...	...	...	...	...	...	6 5 0	404 1 10	...	85 4 2
123 1 3	...	308 11 0	325 7 6	3 5 6	...	...	64 0 1	4,892 15 3	...	9,803 18 11
109 14 5	...	146 18 5	125 8 4	...	...	47 5 0	73 16 10	1,989 7 6	...	4,292 1 3
34 7 6	...	56 9 0	60 0 0	...	...	...	3 5 5	462 5 11	106 7 2	1,560 0 0
30 2 11	...	...	...	...	...	...	...	567 19 1	32 9 9	...
18 9 7	...	13 8 0	22 11 11	...	2 6 0	...	3 15 9	793 8 10	...	473 16 3
20 3 9	...	4 13 2	15 0 0	...	...	...	4 8 2	786 8 1	55 18 4	235 0 0
23 2 11	...	...	...	...	...	...	9 15 2	682 5 0	...	119 14 6
23 10 1	...	5 16 10	18 9 1	...	...	...	19 18 10	1,350 14 4	...	433 8 3
24 10 7	6 0 6	99 6 6	23 14 0	4 0 0	...	...	17 10 4	776 2 2	...	2,643 8 0
5 9 0	...	4 18 5	15 19 7	...	...	...	1 13 8	267 3 2	...	146 17 6
10 0 8	...	...	...	...	...	...	5 10 5	397 8 5	166 13 10	...
8 6 7	...	28 17 3	13 15 9	...	...	...	1 14 9	366 3 1	...	825 2 3
116 11 7	...	93 1 4	57 19 7	...	...	...	22 4 11	1,549 19 3	...	2,709 17 1
6 16 3	...	5 18 2	14 1 4	...	...	...	12 9 5	102 15 9	23 12 11	154 14 8
11 1 0	...	7 13 6	18 0 0	...	...	...	9 1 3	384 16 3	...	222 16 1
29 19 8	...	45 16 4	80 6 9	...	...	...	0 7 1	654 19 4	321 12 7	1,228 14 1
7 0 0	...	3 7 9	9 0 0	...	...	...	0 6 2	314 11 9	...	140 11 2
419 13 11	...	508 4 7	453 10 2	...	*	...	375 10 4	9,867 4 10	...	15,701 9 8
284 8 6	45 7 0	364 4 10	321 3 2	8 13 10	...	...	38 2 3	5,664 11 6	1,098 19 5	11,456 8 8
5 8 0	...	2 12 6	5 0 0	...	...	...	0 3 9	183 13 7	34 9 0	70 0 0
208 8 2	...	279 15 2	305 5 0	1 3 6	...	...	15 0 0	6,215 0 3	...	8,180 14 10
28 13 2	...	23 17 9	23 6 8	21 11 8	...	...	7 3 7	549 16 5	...	862 16 9
21 0 4	...	9 7 2	13 6 4	...	...	...	54 5 6	557 10 10	...	273 1 8
29 14 2	...	30 0 8	56 19 4	...	...	...	13 14 2	986 3 1	...	1,088 5 11
79 3 10	...	48 18 3	86 0 0	1 1 6	...	...	15 10 10	1,424 11 5	...	1,668 18 2
3 5 2	...	5 9 5	6 10 7	...	...	...	1 5 6	158 4 11	7 13 4	149 14 8
61 6 3	...	114 12 5	100 10 7	...	...	...	4 9 10	1,436 9 5	62 17 1	3,194 7 8
46 7 1	...	33 15 8	64 3 9	0 2 0	...	...	11 7 2	957 17 4	99 10 6	898 7 1
13 14 4	...	22 16 10	22 13 4	...	...	...	3 16 8	356 11 8	...	708 5 7
30 12 10	...	29 1 7	66 10 4	0 10 2	...	...	2 5 3	794 13 4	235 2 7	728 11 0
35 1 2	...	54 0 4	70 0 0	...	...	...	12 17 0	649 12 7	...	1,510 6 2
28 9 1	...	31 12 2	53 2 1	...	...	...	10 19 3	744 7 5	...	932 14 2
6 5 3	...	...	...	...	...	...	20 2 11	351 14 1	...	107 18 11
37 10 0	...	54 3 3	39 11 10	...	...	...	9 10 8	1,485 17 4	...	1,807 10 11
83 19 0	23 4 0	106 2 7	112 11 4	1 5 6	...	...	9 1 7	1,148 6 2	34 6 7	2,914 2 11
20 17 8	45 0 0	48 2 6	66 13 4	...	...	...	17 16 11	579 11 10	36 16 2	1,233 6 8
11 2 11	...	7 2 11	10 0 0	...	...	...	2 14 8	398 2 4	...	210 13 6
341 15 5	...	794 9 9	697 14 11	50 10 4	...	...	94 12 5	12,259 18 4	1,151 11 3	26,463 18 7
7 15 9	2 0 0	...	...	...	...	...	4 1 3	278 10 2	...	34 10 2
118 17 10	...	29 18 4	29 19 8	...	...	...	5 5 10	566 6 3	...	855 18 11
19 0 2	39 17 2	25 3 3	45 16 9	...	...	...	4 10 5	654 13 2	...	808 3 3
95 15 1	...	178 1 3	230 8 9	...	5 12 3	...	5 6 0	1,816 2 8	140 10 11	4,736 3 2
33 14 11	...	65 0 7	92 2 0	...	...	...	6 18 1	1,145 6 0	6 7 8	1,773 2 0
112 19 2	...	172 10 9	180 12 5	1 16 0	...	...	25 3 3	3,450 5 0	...	5,310 19 7
2 10 9	...	...	...	...	...	...	4 0 0	206 4 11	...	28 18 4
118 16 10	...	229 3 0	207 19 6	...	...	...	16 11 5	3,036 13 9	785 19 4	6,385 18 11
16 11 0	...	10 0 0	...	...	...	...	8 2 8	386 13 10	...	334 0 0
2 16 0	...	...	...	...	...	...	...	185 2 3	1 1 8	...
38 9 10	...	11 17 6	23 9 5	...	...	...	12 1 0	734 13 6	...	416 4 2

* Included under salaries of teachers and other heads of the Account.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Repairs of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE *contd.*									
Newburn . .	3 12 4	2 10 0	10 0 0	123 5 10	...	0 8 6	1 2 3	2 9 8	3 13 [illegible]
Pittenweem . .	8 14 5	11 6 6	28 0 0	547 3 4	...	10 18 9	68 5 11	15 4 10	14 18 [illegible]
St. Andrews (B.) .	98 1 6	7 11 10	47 0 0	1,307 7 6	200 0 0	2 14 6	41 3 4	52 1 5	118 10 [illegible]
St. Andrews (L.) and St. Leonards	...	11 13 2	42 0 0	441 19 1	...	9 16 10	12 8 4	12 14 5	32 2 [illegible]
St. Monance . .	...	...	28 0 0	557 4 1	...	1 16 2	50 0 7	33 18 6	76 18 [illegible]
Saline . . .	...	6 17 6	19 0 0	247 8 2	...	1 11 9	14 19 8	11 19 4	20 1 [illegible]
Scoonie . .	1,001 15 1	4 19 8	35 0 0	1,387 6 9	2,956 11 11	12 19 7	60 18 8	107 9 4	164 19 [illegible]
Springfield . .	35 4 1	2 14 11	10 0 0	312 12 10	...	2 14 7	3 2 5	10 6 11	14 15 [illegible]
Strathmiglo . .	33 3 1	4 7 10	23 0 0	475 7 10	...	1 14 6	45 7 7	18 9 7	33 10 10
Torryburn . .	...	...	16 0 0	278 17 6	...	1 6 10	3 17 6	5 8 2	8 16 7
Tulliallan . .	760 10 10	...	20 0 0	682 9 3	92 0 3	6 3 4	16 1 3	20 11 4	16 12 [illegible]
Wemyss . .	...	48 4 10	141 13 0	2,796 19 6	995 15 2	39 7 6	287 3 6	153 11 9	467 10 [illegible]
Total of Fife .	5,439 5 7	480 4 11	2,235 8 4	50,407 10 10	17,657 11 2	408 2 4	3,194 1 9	2,369 6 8	3,902 0 [illegible]
FORFAR.									
Aberlemno . .	155 5 4	2 16 7	14 0 0	258 17 5	...	0 13 7	1 16 10	2 12 6	6 1 [illegible]
Aithie . .	...	11 4 9	6 11 6	206 14 5	...	1 5 2	2 8 1	1 7 4	1 0 [illegible]
Arbirlot . .	0 8 11	3 15 0	15 10 0	247 7 11	...	1 12 4	6 0 2	2 15 0	15 0 [illegible]
Arbroath (B.) .	54 15 2	90 16 6	210 5 0	5,215 13 6	1,972 18 7	17 17 2	216 4 6	354 12 10	349 15 [illegible]
Auchterhouse .	...	2 6 7	11 11 0	226 7 8	...	1 0 0	7 3 1	2 15 6	6 18 [illegible]
Barry . . .	855 6 5	5 4 1	45 0 0	796 4 2	1,054 2 2	4 19 6	19 15 6	36 12 5	113 [illegible]
Brechin (B.) .	207 4 7	21 11 5	108 10 0	2,879 15 10	...	13 4 6	73 13 6	61 17 2	118 10 [illegible]
Brechin (L.) .	56 7 1	4 18 0	25 0 0	397 2 9	...	1 11 3	2 12 4	8 11 5	15 13 [illegible]
Broughty-Ferry (B.) . .	700 1 11	63 1 5	115 0 0	2,618 5 7	699 18 2	89 13 11	106 6 7	162 6 9	144 15 [illegible]
Careston . .	...	...	7 0 0	127 3 6	...	0 5 2	3 15 6	1 9 7	8 19 [illegible]
Carmylie . .	...	8 1 0	18 0 0	439 11 7	27 5 9	4 3 7	11 15 11	13 17 7	22 12 [illegible]
Cortachy & Clova .	...	10 3 5	18 0 0	373 7 3	...	5 13 0	5 19 2	11 0 8	46 14 10
Craig	...	11 19 8	30 0 0	700 2 6	...	4 17 1	29 4 1	19 17 3	36 4 [illegible]
Dun . . .	...	6 9 9	13 1 0	296 5 0	...	0 13 6	13 15 7	3 14 1	14 9 [illegible]
Dundee (B.) .	9,063 7 6	251 15 8	1,152 16 8	36,841 1 3	15,080 16 7	494 5 4	1,091 10 3	2,376 17 3	2 465 [illegible]
Dundee (L.) .	18 3 7	3 15 1	27 0 0	360 10 0	...	1 6 7	3 16 10	12 8 7	18 1 [illegible]
Dunnichen . .	...	9 19 10	22 13 0	382 19 0	...	1 18 2	21 10 9	9 8 10	49 17 11
Fassle and Nevay .	...	4 5 6	17 10 0	288 2 6	...	1 2 0	4 15 4	3 12 1	15 2 7
Idzell . . .	...	2 3 9	5 0 0	312 17 0	...	2 5 0	3 19 0	19 1 7	11 0 4
Farnell . . .	...	6 6 0	15 0 0	265 0 0	...	1 1 0	4 3 5	2 6 9	43 0 3
Fern	...	2 18 0	5 5 0	100 0 0	...	0 13 0	4 6 8	1 7 8	2 2 0
Forfar (B.) . .	61 9 5	30 8 2	127 13 6	3,207 16 5	...	32 15 11	234 14 11	176 16 0	309 8 7
Forfar (L.) . .	121 14 2	4 17 8	28 5 0	371 13 0	...	2 13 10	11 5 1	14 15 5	4 18 11
Fowlis Easter .	21 6 2	...	10 0 0	148 17 0	...	0 11 7	0 4 4	2 5 3	1 5 [illegible]
Kinnaldum . .	18 3 3	7 17 0	24 6 8	297 15 0	...	4 2 2	17 3 4	12 10 8	3 2 [illegible]
Glamis . .	18 14 7	10 5 2	26 0 0	363 14 3	16 11 8	2 17 2	12 16 0	8 1 9	16 11 1
Glenisla . .	...	4 17 8	13 3 0	368 1 6	...	2 10 3	0 15 10	8 8 2	7 6 [illegible]
Guthrie . .	...	3 10 1	8 0 0	180 19 6	...	0 9 6	1 19 9	1 9 11	16 12 [illegible]
Inverarity . .	148 13 11	4 6 11	20 0 0	329 11 0	...	1 15 1	2 5 1	5 17 7	2 6 [illegible]
Inverkeilor . .	...	9 4 4	16 1 0	442 10 0	...	1 16 10	16 17 10	10 0 10	35 15 1
Kettins . .	2 7 0	4 4 8	12 0 0	291 0 0	...	4 8 0	2 3 3	2 11 6	20 18 [illegible]
Kingoldrum . .	11 10 0	...	9 0 0	134 19 4	...	...	1 8 6	0 14 1	1 9 [illegible]
Kinnell . . .	...	3 18 6	13 0 0	242 5 3	...	1 8 6	0 0 7	3 17 6	18 1 [illegible]
Kirriemuir . .	51 10 3	7 8 3	10 4 0	177 15 3	...	1 17 3	1 8 5	2 2 8	5 9 [illegible]
Kirkden . .	38 6 1	4 10 10	10 0 0	176 7 0	...	0 8 2	11 15 0	3 3 10	0 12 [illegible]
Kirriemuir . .	...	20 13 4	47 0 0	1,416 6 6	...	13 3 8	30 0 11	44 0 11	33 15 [illegible]
Carriewell (contd.)	...	...	6 0 0	69 19 6	...	0 10 0	0 4 7	2 16 5	2 6 [illegible]
Newtyle (contd.) .	...	...	7 10 0	178 10 10	...	0 16 6	1 5 5	2 6 2	12 15 [illegible]
Letham & Nevar .	11 3 10	2 0 0	1 10 0	124 19 3	...	1 3 10	2 3 6	0 12 8	17 8 [illegible]
Liff Benvie and Invergowrie .	...	10 0 2	27 10 0	544 5 6	...	2 5 5	24 16 7	20 12 6	18 17 [illegible]
Lintrathen . .	...	1 17 5	16 4 0	278 0 7	...	1 10 6	4 2 11	3 3 7	10 8 [illegible]
Lochlee . .	...	7 10 6	7 0 0	125 11 6	...	...	2 9 10	1 10 7	4 15 [illegible]

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
9 19 0	...	6 5 11	9 6 6	...	...	...	2 11 1	176 14 1	...	176 6 0
24 7 1	...	21 8 7	33 4 0	0 9 0	...	...	3 4 10	786 5 6	...	554 15 3
108 5 9	...	266 14 5	181 6 5	...	...	...	22 13 6	2,453 10 5	...	8,011 10 11
33 2 8	...	11 18 10	5 10 2	...	...	...	...	613 6 3	51 4 6	284 15 2
35 10 5	...	32 8 8	43 4 6	...	...	...	3 19 6	863 1 2	...	852 18 8
24 2 6	...	26 2 9	49 19 9	...	...	...	2 7 6	425 4 8	36 6 5	702 2 5
194 17 6	...	214 18 5	243 1 0	16 11 10	...	...	70 13 9	6,472 3 1	502 3 3	7,785 0 0
17 15 8	...	15 13 7	14 0 0	...	...	...	2 13 4	441 10 7	...	476 14 5
53 3 6	...	52 4 9	70 4 8	...	...	...	5 7 1	816 1 3	...	1,492 14 6
11 16 1	...	3 3 11	10 3 1	1 1 0	...	...	1 12 6	342 3 2	93 18 2	81 2 9
44 12 11	...	65 3 1	50 0 0	...	...	...	88 16 7	1,863 1 3	27 1 11	2,572 0 10
324 4 9	...	301 16 5	337 12 4	...	...	...	77 8 8	5,971 16 10	...	9,045 7 7
3,937 5 8	181 8 8	5,272 3 8	5,467 3 6	159 18 3	7 18 3	47 5 0	1,376 10 1	101,543 4 10	5,231 14 5	161,636 5 5
11 7 9	...	...	...	...	...	...	11 0 7	522 3 9	...	170 9 6
5 10 0	29 3 8	15 15 8	19 3 4	...	...	...	1 12 6	301 18 1	7 0 1	433 11 9
4 18 8	...	...	...	...	...	...	0 10 6	268 4 9	...	3 16 11
445 4 4	...	747 15 1	748 0 0	11 9 0	...	...	116 19 9	10,652 0 6	3,654 5 5	26,249 7 2
7 0 0	...	17 0 5	14 11 10	...	...	...	2 8 10	305 9 0	7 5 4	471 15 3
112 6 4	...	131 11 3	169 12 5	...	...	...	40 9 6	3,322 7 5	...	4,652 15 10
250 1 8	...	305 1 5	297 16 6	...	...	336 0 7	88 3 2	4,767 9 5	...	8,461 19 6
12 0 0	...	48 1 2	78 3 5	...	...	...	14 14 3	664 0 1	...	1,298 8 5
197 0 0	...	423 4 1	355 12 6	...	77 7 8	†...	269 17 2	6,015 14 4	...	11,538 15 6
3 13 9	...	...	...	...	...	...	0 8 3	152 12 9	3 14 0	...
17 6 8	...	35 0 11	16 2 1	...	...	†...	2 10 0	616 7 5	1 4 9	985 4 10
23 16 8	...	39 1 1	24 6 0	7 19 3	...	‡4 0 0	63 19 7	633 19 11	91 2 9	1,091 11 5
54 1 0	...	78 0 6	84 15 10	...	...	...	14 10 10	1,063 13 11	...	2,969 11 11
13 0 0	...	6 3 8	10 2 7	...	...	...	7 13 7	297 10 6	85 15 8	166 11 4
3,304 8 7	...	5,919 9 10	4,863 1 10	87 2 0	...	*...	1,060 10 9	85,122 8 9	...	175,100 10 8
6 18 0	...	...	...	...	...	...	1 1 4	468 1 11	26 2 7	...
12 7 9	...	26 3 10	28 6 8	...	...	‡11 0 6	0 17 8	577 3 5	12 10 1	720 0 0
11 3 0	...	16 15 10	14 2 5	...	...	...	4 0 0	330 9 2	53 11 10	468 2 6
25 11 10	...	12 9 8	22 6 4	...	...	...	1 17 2	416 11 8	30 11 2	334 6 5
11 17 3	...	13 3 11	23 12 3	...	...	...	0 12 5	326 2 5	...	355 10 7
5 12 4	...	...	...	...	...	...	2 4 7	124 15 3	141 6 6	...
228 2 7	...	267 19 3	457 6 6	...	...	†...	106 17 8	5,241 8 11	99 12 2	6,978 11 5
18 4 11	...	59 0 5	58 18 0	...	...	†...	8 15 11	705 2 4	...	1,530 18 0
4 0 0	...	4 4 0	35 0 0	...	...	...	2 7 7	230 2 6	40 14 6	175 0 0
13 5 4	...	37 6 2	21 10 0	...	...	...	1 17 3	459 5 7	...	1,072 18 6
30 7 4	32 18 5	36 15 8	43 4 4	...	...	...	2 10 7	618 8 0	...	1,024 5 9
12 13 0	...	25 13 2	22 3 1	...	...	...	48 10 8	513 18 0	30 14 9	596 13 0
6 12 11	...	...	...	...	...	...	2 0 0	231 14 1	...	21 9 3
20 3 1	...	18 19 2	34 17 11	...	...	...	6 5 5	597 7 2	...	583 16 0
28 11 6	...	1 12 2	21 8 7	...	...	...	31 8 8	665 6 10	144 16 7	32 2 10
11 18 7	...	29 17 3	37 12 9	...	...	†...	14 2 1	359 1 8	1 8 5	815 11 8
6 19 0	9 17 1	17 9 2	15 6 6	...	...	...	...	208 13 3	...	495 9 6
16 16 10	...	27 4 8	25 0 0	...	...	...	0 17 3	354 19 7	105 17 5	662 0 0
8 14 1	...	...	...	...	...	*...	0 10 2	266 18 8	...	36 11 2
12 11 0	...	8 7 4	19 0 0	...	...	...	15 8 7	300 13 7	...	269 19 11
76 1 7	65 12 7	236 12 5	179 5 7	0 17 10	...	*...	55 3 1	2,220 13 9	53 5 9	6,596 19 7
7 6 0	...	...	...	...	...	...	1 4 8	90 7 8	...	...
6 15 4	...	...	...	...	...	...	3 11 0	214 11 7	...	...
2 2 6	...	7 4 7	11 16 1	...	...	...	2 0 9	184 5 11	...	198 2 6
9 0 0	...	34 9 5	65 4 7	...	...	...	...	756 16 10	226 17 7	903 17 10
28 2 9	...	...	...	1 10 2	...	18 0 0	0 0 1	366 5 5	...	0 13 10
11 2 10	...	...	...	...	...	...	0 5 6	158 4 10	28 3 6	...

* Included under Salaries of Teachers and other heads of the Account. † No expenditure up to 15th May.
‡ Balance of Grant unexpended at 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*									
Logie-Pert	...	5 7 5	18 15 0	402 5 11	...	7 13 6	11 16 4	16 4 0	19 19 7
Lunan	...	...	12 0 0	110 0 0	152 4 6	0 15 0	2 12 1	2 1 11	30 16 0
Lundie	20 16 0	2 12 0	7 0 0	148 5 6	...	0 19 6	0 12 1	2 14 8	0 7 0
Mains and Strathmartine	...	16 11 5	34 0 0	800 1 0	805 0 0	1 9 9	9 7 0	47 5 2	80 13 0
Marytown	27 3 10	6 6 0	12 8 0	140 0 0	...	1 1 0	0 13 6	3 5 9	8 11 0
Menmuir	...	4 0 0	14 0 0	205 8 6	...	0 7 7	3 0 9	2 17 5	9 14 1
Monifieth	...	13 8 4	38 10 0	730 19 8	27 8 10	7 5 7	22 5 2	41 8 2	55 18 3
Monikie	87 18 11	6 4 11	27 0 0	553 17 6	...	3 10 0	6 4 6	10 1 3	50 16 9
Montrose (B.)	205 15 3	47 6 8	127 0 0	3,202 14 10	69 0 0	50 3 3	125 16 2	172 14 0	380 13 9
Montrose (L.)	80 6 11	10 16 3	17 0 0	260 0 0	43 11 6	2 9 1	12 6 1	6 5 11	6 6 11
Murroes	10 8 5	2 5 0	7 2 0	239 2 6	...	0 8 8	2 7 10	15 12 5	15 9 4
Newtyle	...	3 18 0	15 0 0	310 9 2	50 10 5	1 0 1	2 13 9	4 3 8	18 3 5
Oathlaw	5 13 1	...	8 17 0	140 0 0	148 18 6	1 6 6	1 16 10	1 3 6	9 6 7
Panbride	211 7 2	5 1 10	20 0 0	542 18 6	...	7 9 8	11 19 4	4 19 11	22 1 3
Rescobie	8 12 7	3 14 9	8 0 0	92 9 5	...	0 8 0	2 5 3	1 1 7	3 2 4
Ruthven	18 16 11	3 19 6	10 0 0	136 10 6	...	0 12 1	3 7 2	0 18 1	..
St. Vigeans and Arbroath (L.)	...	4 4 0	30 0 0	442 0 5	...	2 6 8	19 4 11	16 0 8	28 12 11
Stracathro	...	1 16 0	4 12 6	211 3 6	...	0 3 6	5 6 9	2 3 7	0 11 4
Tannadice	15 6 2	9 0 0	10 0 0	330 2 0	61 16 8	4 14 6	8 12 10	37 3 3	7 6 9
Tealing	...	4 3 9	8 0 0	224 12 0	...	2 16 0	2 5 6	5 19 6	9 13 5
Total of Forfar	12,277 2 5	1,178 19 0	2,746 14 10	71,649 11 5	20,220 3 0	825 2 2	3,067 5 10	3,827 5 2	4,948 18 1
HADDINGTON.									
Aberlady	...	12 12 4	16 2 11	246 16 4	305 15 9	1 9 6	2 2 2	9 5 6	19 0 8
Athelstaneford	...	9 8 7	15 0 0	247 19 3	...	0 9 6	2 2 1	2 5 6	5 18 9
Bolton	...	...	9 0 0	97 13 1	...	0 7 10	0 5 3	1 3 7	2 15 0
Dirleton	...	4 4 10	33 0 0	583 13 8	656 5 10	4 0 7	2 13 3	16 1 0	30 12 6
Dunbar (B.)	...	19 0 10	45 9 6	802 7 2	...	19 20 10	49 0 6	33 8 6	31 4 2
Dunbar (L.)	...	5 17 0	40 0 0	484 16 7	639 15 6	5 13 8	25 1 6	9 11 7	28 18 9
Garvald	40 10 2	2 19 4	9 11 4	169 11 0	...	2 12 2	2 12 8	3 8 1	1 18 8
Gladsmuir	80 15 2	5 1 7	35 0 0	568 19 10	...	2 1 11	8 0 10	19 1 9	5 17 1
Haddington (incl. B.)	196 8 8	23 0 6	60 0 0	967 10 9	...	13 11 5	27 1 8	53 2 5	54 16 6
Humble	...	...	15 0 0	121 2 2	...	0 6 2	0 6 8	1 12 7	0 5 0
Innerwick	10 10 4	1 7 4	8 3 0	231 3 6	...	0 10 3	2 13 6	2 12 7	1 4 9
Morham	4 12 1	3 10 9	10 0 0	113 17 6	...	0 13 7	0 11 6	6 17 4	8 1 9
North Berwick	18 13 5	3 19 5	58 2 6	673 2 10	20 12 0	12 11 10	16 6 3	35 11 9	62 7 6
Oldhamstocks	23 9 9	1 11 8	13 0 0	192 4 3	...	1 7 2	4 1 6	1 5 8	16 14 5
Ormiston	12 14 5	...	22 10 0	544 4 4	...	1 8 0	6 13 11	17 12 7	43 8 1
Pencaitland	10 6 10	4 5 10	20 0 0	277 18 8	...	1 3 3	3 5 3	5 12 0	15 11 1
Prestonkirk	...	2 13 10	25 0 0	526 9 9	...	4 7 0	6 12 3	32 9 3	73 4 1
Prestonpans	...	7 17 7	45 0 0	803 4 4	...	5 12 5	7 14 5	29 10 9	7 13 2
Salton	...	...	12 0 0	220 16 6	330 16 0	0 2 6	8 5 4	4 9 8	1 8 4
Spott	45 13 5	3 18 10	15 0 0	209 5 10	...	1 0 0	3 11 2	2 8 10	3 7 2
Stenton	283 1 4	3 13 0	15 0 0	322 11 6	...	...	2 10 6	10 7 4	13 16 5
Tranent	...	24 14 8	45 0 0	1,688 5 8	...	9 16 11	26 18 2	32 18 7	48 6 10
Whitekirk and Tyninghame	158 8 0	3 1 10	14 3 0	303 9 4	...	1 14 6	4 3 7	8 7 4	21 0 8
Whittingehame	94 2 3	3 3 0	8 0 0	172 15 6	...	1 18 7	0 14 11	1 13 5	0 12 6
Kingside (Comb)	...	...	4 14 6	50 0 0	14 14 11	0 10 6	0 3 0	...	...
Yester	207 17 8	...	8 0 0	317 15 6	...	4 1 4	6 17 9	7 18 1	17 19 9
T. of Haddington	1,254 3 11	155 3 9	680 3 9	10,938 2 10	1,968 0 0	91 1 5	228 9 0	368 16 7	516 3 7

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
19 18 1	...	45 19 8	39 2 0	...	10 2 10	...	3 15 2	600 19 6	...	1,183 13 2
3 10 6	...	...	...	3 18 0	...	...	10 0 7	327 18 7	...	84 17 0
7 13 0	...	...	...	...	...	...	1 15 3	193 15 0	5 14 11	...
29 13 6	...	62 2 2	80 0 0	7 1 7	...	...	8 11 2	1,981 15 9	...	1,727 12 4
13 19 6	...	12 19 6	13 5 6	...	10 0 0	...	6 4 7	255 10 2	...	362 6 6
5 12 6	...	6 8 1	12 12 7	...	...	...	0 0 3	264 1 9	108 0 8	170 6 8
73 17 6	...	108 12 0	270 7 2	...	11 3 0	...	4 18 0	1,406 1 8	390 15 8	2,859 8 10
32 1 0	...	33 16 6	38 19 9	...	18 0 0	...	12 13 5	851 4 0	...	1,045 5 7
291 17 8	...	393 16 5	328 13 4	1 5 0	...	...	146 2 5	5,552 18 9	...	10,255 6 8
23 13 10	...	4 0 0	11 13 4	...	...	...	6 16 8	485 6 6	...	155 18 0
7 16 0	...	42 3 3	34 15 9	...	...	...	1 19 10	379 11 0	...	1,175 5 9
16 2 2	...	22 0 9	27 19 3	...	...	...	...	477 0 8	...	660 10 10
8 17 7	...	8 18 11	15 0 0	...	...	...	2 19 0	352 17 6	13 14 5	280 0 0
25 17 10	...	...	...	...	...	* ...	4 5 11	856 1 2	...	279 6 10
4 16 0	...	...	...	...	...	* ...	1 8 10	125 18 9	...	2 10 4
6 17 2	...	...	...	...	...	...	1 11 2	181 12 7	10 3 7	...
29 14 7	...	32 13 8	46 2 1	...	...	*‡ ...	5 6 8	656 6 4	46 19 6	890 12 4
18 15 11	...	...	...	...	...	...	7 13 11	252 7 0	18 17 1	...
16 9 8	...	23 13 8	30 0 1	...	...	† ...	11 3 11	553 9 6	...	663 12 10
11 0 0	...	24 2 4	20 1 11	...	...	...	1 16 0	314 10 5	18 17 10	668 19 2
5,743 0 10	137 11 9	9,469 0 1	8,786 2 8	121 2 10	126 13 6	369 0 7	2,249 2 1	147,762 17 2	5,459 4 6	279,033 3 1
14 14 4	...	...	...	...	...	...	36 7 9	664 14 3	117 3 6	200 0 0
17 17 7	...	13 1 6	19 11 0	...	...	...	0 5 1	333 18 10	84 2 10	353 19 11
5 3 8	...	...	...	...	...	...	0 3 7	116 12 0	46 16 8	...
27 0 0	...	69 8 9	84 15 0	3 3 0	...	...	8 3 6	1,523 1 11	30 19 1	2,440 5 0
47 4 7	...	80 6 7	65 19 8	...	...	...	6 13 5	1,194 5 9	...	2,266 13 11
33 6 3	...	26 8 0	50 19 11	11 15 11	...	...	2 12 4	1,364 17 0	...	1,083 0 6
7 6 3	49 17 1	5 6 3	6 13 4	...	...	...	8 7 6	312 13 11	...	149 5 3
27 5 6	...	48 7 1	46 0 0	1 14 0	...	...	9 8 3	855 13 0	47 19 2	1,347 0 0
104 15 7	...	199 18 9	162 19 9	21 8 6	...	...	77 15 8	1,981 10 2	40 19 7	5,170 17 8
6 13 0	38 4 1	49 8 1	46 13 5	...	...	...	0 1 7	279 12 7	180 14 5	1,368 16 6
9 10 0	2 10 0	19 4 2	28 1 6	...	...	...	6 17 1	324 9 0	...	541 7 10
2 0 0	...	18 10 1	8 16 2	...	...	...	...	177 10 3	2 19 2	519 0 8
35 8 9	...	44 19 2	71 10 0	...	...	...	12 9 0	1,066 1 5	...	1,273 0 6
7 0 0	...	10 3 0	20 0 0	...	...	...	2 3 10	293 1 3	...	297 13 5
34 2 11	...	77 10 5	54 15 8	...	...	...	2 15 9	817 16 1	56 13 7	2,003 15 0
21 0 4	...	22 12 8	26 13 4	...	...	...	2 14 11	408 4 2	24 19 9	626 13 4
34 19 4	...	57 13 9	86 13 4	...	...	...	1 9 0	851 10 7	55 1 8	1,473 6 8
43 14 10	...	87 11 6	126 13 4	1 10 9	...	...	2 6 8	1,168 9 9	38 18 3	2,386 13 4
17 18 4	...	31 14 11	35 18 4	0 12 4	...	...	3 7 11	667 10 2	...	984 12 0
10 2 0	...	10 4 3	16 19 6	...	...	...	3 10 4	322 1 4	...	317 12 9
10 0 0	6 0 0	66 3 3	27 6 9	...	...	...	...	728 10 1	...	1,962 18 7
106 8 7	...	248 12 7	150 5 11	10 19 7	...	...	15 10 0	2,421 19 7	231 13 11	6,784 18 8
17 14 0	...	29 12 6	42 17 2	...	...	...	7 5 4	611 17 3	...	915 15 4
10 18 6	14 0 0	...	...	...	...	...	2 15 1	310 14 11	...	76 13 11
12 11 8	...	...	...	...	...	...	...	82 14 7	...	16 0 0
21 0 10	...	38 13 1	46 13 4	...	...	...	16 2 7	793 0 0	...	1,637 15 11
685 16 10	110 11 2	1,250 10 4	1,226 16 5	51 4 1	...	...	229 6 2	19,672 9 10	959 1 7	35,897 16 8

* Included under Salaries of Teachers and other heads of the Account.
† No expenditure up to 15th May.
‡ Balance of Grant unexpended at 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS									
MAINLAND.									
Abernethy	164 17 4	...	28 0 0	497 7 6	...	5 7 7	6 15 10	13 18 9	1 18 6
Alvie	113 7 5	2 10 6	15 0 0	259 11 1	...	7 4 10	6 6 6	3 3 1	4 4 8
Ardersier	3 18 9	4 10 6	17 0 0	232 7 6	...	...	5 19 9	4 7 5	2 0 6
Boleskine and Abertarff	...	...	24 0 0	288 4 6	...	5 8 0	11 14 11	14 19 0	12 3 10
Daviot and Dunlichity	...	4 9 11	32 9 7	395 11 7	...	12 5 6	7 19 5	17 11 9	37 16 5
Dores	26 17 4	6 6 0	32 0 0	358 0 10	...	1 17 6	3 1 2	11 5 9	49 16 4
Duthill, & Rothiemurchus	120 0 9	12 8 7	18 0 0	785 18 5	50 0 0	9 14 4	10 13 0	19 15 11	68 15 4
Glenelg	88 7 8	...	48 0 0	566 12 3	...	8 18 2	33 17 6	18 15 11	71 0 7
Glengarry	...	2 11 9	20 0 0	242 16 6	...	3 0 5	18 6 10	2 3 11	10 17 2
Insh	3 10 6	2 8 3	12 0 0	153 5 3	...	3 5 4	1 15 9	2 1 4	7 0 0
Inverness (B)	971 6 0	80 10 11	230 6 0	3,470 1 2	2,963 5 0	36 18 3	106 19 11	229 8 4	374 17 10
Inverness (L)	...	5 4 2	136 0 0	1,016 18 1	455 11 5	18 12 3	41 9 2	57 6 10	172 3 0
Kilmallie	...	...	90 0 0	1,126 3 7	...	25 17 6	98 12 3	77 2 1	79 18 11
Kilmonivaig	...	..	40 0 0	332 14 1	149 11 8	4 14 4	21 7 2	29 0 5	23 0 11
Kilmorack	...	3 3 0	34 0 0	634 9 6	...	5 12 4	4 17 3	22 7 1	68 18 4
Kilvarlity	...	2 7 8	19 10 0	562 2 6	...	2 11 9	4 1 10	24 9 9	41 11 10
Kingussie	...	10 6 0	19 4 8	716 18 11	486 5 0	11 4 2	35 8 6	32 3 11	35 12 5
Kirkhill	...	11 12 7	31 18 6	362 10 5	...	5 7 0	13 11 7	13 16 7	27 1 11
Laggan	198 2 4	4 6 0	37 10 0	457 0 8	27 0 0	6 16 2	27 6 6	9 10 11	58 9 10
Moy & Dalarossie	...	11 5 9	16 10 0	264 0 11	...	0 8 5	15 14 1	1 7 9	7 5 10
Petty	...	4 19 6	33 0 0	309 7 6	...	5 0 0	1 17 7	13 4 3	11 12 7
Urquhart & Glenmoriston	...	6 0 0	32 0 0	702 8 8	...	8 7 0	61 13 0	36 5 1	23 19 2
INSULAR.									
Barra	...	6 13 10	21 3 0	478 15 3	202 3 7	11 17 9	47 8 2	11 11 4	2 1 10
Bracadale	...	3 16 11	23 4 2	339 18 7	...	13 16 6	12 17 8	11 0 0	13 7 5
Duirinish	...	15 16 3	38 0 0	1,023 8 0	186 19 3	17 0 5	79 16 11	26 11 4	155 9 8
Harris	...	...	54 0 0	1,174 11 1	...	2 12 7	80 0 8	46 11 5	29 18 1
Kilmuir	...	...	9 0 0	369 6 3	...	3 15 5	26 4 1	19 15 6	17 4 2
North Uist		26 17 4	51 0 0	1,146 0 8	214 16 7	27 0 10	115 6 1	78 16 5	81 13 3
Portree	...	22 15 7	46 13 6	1,008 8 1	20 5 6	22 13 4	62 15 1	47 4 7	69 10 0
Sleat	...	...	20 0 9	529 3 8	...	19 17 3	28 16 5	27 15 4	27 6 6
Small Isles	...	...	7 0 0	216 11 11	...	0 8 3	4 4 8	1 0 10	3 1 0
Snizort	...	4 12 9	33 10 0	478 8 2	26 10 4	20 7 1	38 1 8	24 19 0	69 9 7
South Uist	...	...	61 0 0	1,083 15 7	307 6 2	28 17 6	59 11 2	26 16 2	15 14 0
Stenscholl	...	...	19 0 0	387 5 8	200 0 0	14 7 6	28 16 11	17 1 2	37 7 2
Strath	...	7 19 8	37 10 0	713 11 9	164 0 0	15 2 8	47 1 0	46 0 3	11 9 5
Tl of Inverness	1,687 8 1	263 7 5	1,397 4 2	22,714 16 1	5,543 14 7	381 4 11	1,168 3 1	1,072 1 7	1,741 18 0
KINCARDINE.									
Arbuthnott	0 13 9	8 1 5	14 0 0	227 0 6	...	1 2 7	2 3 4	1 2 5	11 18 1
Banchory-Devenick	...	6 6 6	38 5 0	813 2 10	...	7 16 2	21 5 8	19 8 10	59 2 2
Banchory-Ternan	26 7 1	18 11 1	34 7 1	831 2 2	198 18 2	27 9 7	70 4 11	33 10 11	32 8 7
Benholme	10 15 11	11 9 10	31 0 0	432 15 3	16 6 8	19 11 8	5 2 11	9 7 10	67 5 8
Berwick (incl B)	...	2 1. 6	23 0 0	692 5 0	...	5 7 11	10 1 7	13 14 3	56 12 1
Dunnottar	...	10 14 0	35 0 0	742 5 2	62 13 4	15 19 4	26 2 5	21 5 3	59 11 9
Durris		...	15 0 0	329 14 0	...	1 6 6	7 6 4	4 19 6	11 6 7
Fetteresso		7 16 0	17 2 0	444 8 0	...	3 9 8	5 1 6	10 4 8	3 11 3
Fetteresso and Bervie	...	31 19 6	85 0 0	1,431 4 2	204 13 11	18 12 5	27 16 10	47 12 9	81 19 4
Fordoun	302 4 8	8 4 6	20 0 0	340 0 4	...	6 19 7	23 11 5	20 6 0	54 11 10
Garvock	...	6 12 9	7 10 0	134 16 5	...	0 1 5	0 19 0	5 13 0	2 11 7
Glenbervie	...	6 2 0	11 0 0	340 0 0	...	1 14 3	2 3 0	4 13 9	15 13 7
Kinneff and Catterline	...	4 14 6	14 0 0	320 0 0	...	0 11 2	6 17 10	2 15 3	8 3 8

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
25 5 6	...	35 6 6	32 13 5	1 16 0	...	* ...	32 9 4	845 16 3	79 2 1	957 6 5
28 10 4	10 0 0	1 15 4	12 6 0	...	2 5 0	...	1 11 2	467 15 11	...	153 9 8
15 1 4	...	8 5 4	13 9 8	...	...	...	5 3 0	312 3 9	10 18 3	222 14 1
18 0 6	21 14 5	30 4 4	33 10 6	...	...	...	2 12 6	462 5 6	300 4 4	838 2 6
30 14 8	...	50 4 6	52 8 9	...	...	...	18 16 11	675 9 0	60 15 1	1,385 4 1
21 15 2	...	31 7 8	49 12 9	3 7 0	...	...	67 17 4	659 18 10	...	936 16 8
30 15 7	...	42 9 0	40 1 5	3 5 3	...	...	6 10 9	1,218 8 4	...	1,433 3 0
22 15 3	...	24 10 7	20 0 0	1 1 1	...	...	20 7 8	924 6 8	...	741 2 4
16 3 5	...	...	...	...	...	...	0 6 10	416 6 10	...	16 4 4
12 10 7	8 0 0	4 9 11	6 6 9	4 5 9	...	...	0 7 2	221 6 7	...	127 4 1
217 12 10	...	527 5 0	503 8 8	65 0 11	...	* ...	225 6 7	10,001 18 5	...	17,472 14 5
54 12 7	...	35 13 7	130 0 0	2 7 6	...	...	18 19 7	2,189 19 2	...	1,977 3 4
66 13 1	...	78 3 5	86 13 1	2 2 9	† ...	227 7 10	48 8 9	2,005 1 3	...	2,275 13 10
15 12 0	...	15 5 9	52 19 0	8 4 4	...	...	10 0 8	702 5 4	149 18 9	565 0 9
27 10 7	27 5 4	51 15 0	84 3 9	1 3 0	...	...	20 14 11	986 0 1	...	1,498 6 4
13 10 11	5 10 4	20 18 9	33 13 9	...	...	...	...	730 4 1	175 13 9	557 8 4
42 8 10	...	39 11 9	45 6 8	10 4 0	...	...	5 14 1	1,470 8 11	150 5 8	1,323 13 4
22 10 1	...	11 13 8	20 18 10	...	...	...	0 14 7	521 15 9	36 10 2	312 17 11
32 1 10	...	23 13 1	26 5 0	...	...	* ...	15 7 9	921 10 1	...	802 0 3
16 10 8	...	8 9 5	18 12 5	...	...	...	2 17 0	363 1 6	300 6 8	223 8 11
12 15 2	...	15 3 11	33 6 8	...	...	...	5 18 8	446 5 10	65 1 0	400 0 0
46 18 0	...	87 5 10	81 8 0	1 16 6	...	* ...	...	1,081 1 3	300 16 6	2,412 12 0
14 16 0	...	23 19 6	22 0 0	...	...	...	...	911 19 4	273 9 10	894 9 7
7 1 5	...	21 11 9	10 7 8	2 15 0	...	...	8 6 9	468 2 10	...	681 4 7
14 0 1	...	90 11 6	55 14 9	13 16 5	...	* ...	10 7 10	1,705 12 5	433 3 2	2,569 14 3
17 8 4	...	127 15 7	113 2 3	22 14 3	...	* ...	3 16 0	1,677 10 3	408 8 5	3,559 19 7
9 18 11	...	41 17 6	18 19 2	6 15 3	2 2 0	...	0 18 0	525 16 3	51 2 4	1,079 9 4
0 15 0	...	127 6 6	82 5 11	30 7 6	‡ ...	...	6 17 8	1,984 3 9	...	3,793 2 2
36 11 4	...	96 16 6	59 15 5	4 18 5	...	82 11 6	4 9 10	1,594 8 8	223 10 3	2,710 3 6
16 10 0	...	65 13 11	35 18 3	...	...	...	2 18 8	784 0 9	70 1 11	1,842 11 1
2 10 0	...	2 4 3	13 5 3	...	...	...	1 17 11	252 4 1	38 5 10	49 19 8
11 9 0	...	66 2 10	30 16 1	10 12 7	...	* ...	7 16 4	844 15 5	127 1 10	1,798 15 6
24 11 0	...	106 16 5	97 0 0	8 14 7	‡ ...	‡ ...	43 12 10	1,825 15 6	342 11 10	2,955 0 0
5 16 5	...	35 12 5	28 2 10	36 17 10	...	...	16 11 7	866 19 6	255 5 7	1,141 9 10
17 16 0	...	75 6 2	35 12 8	24 1 2	...	§3 19 0	1 12 0	1,200 1 11	312 9 3	2,112 13 6
963 12 5	72 10 1	2,074 13 2	1,985 5 4	266 7 1	4 7 0	313 18 4	614 10 8	42,265 0 0	4,165 2 6	61,820 19 2
10 19 0	12 16 7	1 8 4	9 10 0	...	13 14 10	...	1 14 9	311 3 5	0 10 2	33 5 0
12 0 6	...	66 15 1	72 10 0	...	26 19 6	...	7 15 9	1,156 3 7	88 6 9	1,823 15 0
59 5 11	...	99 15 6	87 13 9	2 9 6	§ 34 13 0	§120 19 11	268 2 3	1,945 0 0	...	3,158 1 8
11 15 11	...	16 11 7	26 19 0	...	‡ ...	...	2 8 4	661 10 7	0 13 3	445 18 6
40 14 4	...	68 5 10	72 4 11	...	6 6 4	...	6 5 9	1,006 11 6	50 13 6	1,873 3 0
59 17 0	10 10 0	149 10 7	125 19 8	...	* ...	...	0 1 10	1,320 10 4	242 14 8	4,167 16 3
13 16 9	...	46 12 1	21 11 11	...	21 0 0	...	20 0 5	493 14 1	0 2 2	1,309 19 2
19 7 8	...	18 1 8	20 12 5	4 0 8	32 11 0	...	2 10 0	588 16 6	34 5 6	462 11 6
102 2 2	...	176 7 2	169 0 5	2 2 0	33 5 9	...	39 13 7	2,551 15 9	...	4,490 10 9
41 3 11	108 10 6	132 4 8	77 10 0	...	32 13 5	...	7 17 8	1,382 18 6	...	3,726 5 3
5 6 0	48 13 0	...	...	...	7 8 4	...	0 17 9	220 14 3	...	88 2 10
20 17 8	...	30 19 3	24 0 5	...	§ 9 19 10	...	1 2 10	468 4 7	5 11 9	863 13 4
20 14 6	...	21 15 2	15 0 0	...	‡ ...	...	0 18 4	416 10 5	40 3 5	519 0 0

* Included under Teachers' Salaries and other heads of the Account.
† Included under the head of Books, Apparatus, &c.
‡ No expenditure up to 15th May.
§ Balance of Grant unexpended at 15th May.
‖ Due by late Treasurer, £252, 8s. 3d.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KINCARDINE—*contd.*									
Laurencekirk	...	8 4 0	56 3 6	673 12 0	34 18 0	9 11 11	17 2 2	18 15 6	77 13 5
Marykirker	...	10 11 3	17 0 0	276 8 1	...	5 12 0	13 1 9	7 5 9	29 12 4
Marykirk	5 16 4	3 2 0	38 0 0	470 8 10	...	6 0 1	2 16 10	12 10 1	3 17 7
Nigg	...	14 14 4	53 4 0	1,204 8 10	...	3 14 3	58 15 2	50 16 6	94 2 3
St Cyrus	59 4 0	11 2 7	27 0 0	441 19 4	295 19 10	2 15 7	12 7 0	24 3 11	10 16 4
Strachan	...	1 6 1	8 0 0	229 0 0	24 6 10	2 12 0	1 1 2	12 3 9	0 13 1
Ti of Kincardine	405 1 9	172 5 8	541 11 7	10,674 10 11	840 2 4	140 8 8	326 0 10	331 8 11	678 8 2
KINROSS.									
Closeburn	...	...	5 0 0	191 2 4	..	0 6 0	0 1 4	2 15 6	5 12 5
Fossoway & Tullibole	44 14 1	11 6 6	28 6 6	347 17 8	...	5 12 11	0 10 10	12 3 0	25 2 10
Kinross	.	4 0 6	27 10 0	535 1 0	...	2 5 0	15 18 8	25 18 10	74 14 1
Orwell	7 2 5	8 3 7	17 10 0	259 11 8	..	0 3 0	2 12 7	11 16 9	22 17 9
Portmoak	49 0 6	2 19 6	15 0 0	223 16 0	...	3 6 8	0 19 8	1 6 9	2 11 2
Total of Kinross	100 17 0	26 10 1	93 6 6	1,557 8 8	...	11 13 7	20 8 1	55 18 10	128 18 6
KIRKCUDBRIGHT.									
Anwoth	14 16 2	4 2 8	17 2 0	327 6 11	...	0 19 4	2 10 0	10 8 0	9 14 7
Balmaclellan	42 11 4	...	9 2 10	168 10 9	...	6 0 2	26 0 8	7 1 9	43 8 1
Balmaghie	..	4 9 9	15 0 0	250 12 0	...	1 4 8	7 7 1	6 9 1	26 0 0
Bargrennan	74 15 4	...	6 0 0	189 17 6	...	0 10 6	2 0 2	2 5 8	20 3 0
Borgue	...	3 13 4	16 0 0	301 6 5	184 8 10	3 12 10	4 18 3	10 12 5	11 1 9
Buittle	...	4 1 5	17 0 0	295 0 0	...	2 18 9	17 13 2	1 3 2	3 13 0
Carsphairn	...	6 4 5	8 0 0	136 17 3	...	2 4 0	2 4 10	3 0 5	0 12 6
Corsock	...	13 8 4	14 0 0	231 19 5	18 5 0	3 8 11	28 16 9	8 16 7	9 7 7
Crossmichael	115 16 11	4 2 10	16 0 0	445 19 6	...	2 2 0	8 19 0	5 17 0	13 2 6
Dalry	...	8 15 2	23 0 0	398 12 7	...	2 18 8	13 16 6	7 12 2	18 12 0
Girthon	56 2 8	4 3 11	15 0 0	285 13 4	70 5 7	0 18 9	7 0 1	3 0 11	0 16 8
Irongray	...	3 16 6	11 0 0	289 4 6	165 2 3	0 18 1	1 16 10	2 10 10	6 13 9
Kells	67 4 0	4 18 9	19 0 0	286 1 6	...	5 0 2	25 0 10	4 13 10	23 15 10
Mossdale (Comb.)	54 11 4	...	3 0 0	92 9 3	...	0 3 6	2 8 6	1 15 8	0 5 3
Kirkbean	80 8 10	4 13 3	33 0 0	1,213 19 5	...	14 6 10	19 6 8	21 9 11	33 6 6
Kirkbean	94 9 11	7 19 11	20 0 0	509 8 6	204 7 4	4 7 0	4 8 10	6 18 5	20 3 0
Kirkcudbright (combining B.)	...	4 15 10	30 0 0	899 13 1	531 4 10	4 1 7	20 19 6	26 14 11	61 9 10
Kirkgunzeon	...	7 7 7	8 0 0	195 4 6	...	0 12 0	11 14 1	5 3 9	9 0 7
Kirkmabreck	100 7 11	...	16 10 0	558 3 1	...	2 9 9	13 19 1	8 13 1	30 2 6
Kirkpatrick-Durham	158 0 11	4 5 0	12 0 0	255 0 0	...	0 10 8	8 1 0	4 8 7	2 13 6
Lochrutton	...	10 3 2	15 0 0	141 1 1	...	2 16 7	14 9 11	1 13 3	50 4 5
Minnigaff	219 2 3		16 0 0	404 12 6	...	2 13 2	15 5 5	8 17 3	1 7 8
New Abbey	150 6 3	4 4 2	17 10 0	384 11 11	..	1 10 0	3 10 0	11 11 9	13 2 3
Parton	55 4 0	3 18 0	12 0 0	168 19 6	...	1 2 6	3 6 3	1 8 10	14 14 9
Rerrick	...	4 4 6	20 15 0	572 4 1	...	7 17 1	10 1 11	7 10 2	43 17 3
Terregles	...	3 5 1	14 14 2	196 10 3	...	0 5 0	0 1 9	2 11 6	10 2 9
Tongland	...	3 9 11	10 0 0	228 7 4	...	2 15 0	2 8 2	2 6 5	10 7 11
Troqueer	48 17 19	6 11 6	20 0 0	1,570 10 2	...	6 6 4	53 0 8	35 4 4	86 14 3
Twynholm	12 0 14	2 16 6	15 0 0	228 13 6	...	1 3 [illegible]	2 7 9	8 12 2	15 0 0
Urr	87 15 0	3 19 [illegible]	55 0 0	1,570 17 7	...	10 3 [illegible]	32 4 3	25 11 9	86 11 2
T. of Kirkcudbright	1,466 11 9	139 15 11	584 14 0	12,762 6 8	1,273 13 10	96 5 [illegible]	448 10 6	286 19 4	685 11 7

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
34 3 11	59 17 7	65 17 9	77 8 7	...	* ...	...	16 17 11	1,152 6 3	35 11 10	1,805 1 7
14 10 6	...	28 15 11	13 16 7	...	† ...	...	0 13 10	417 8 0	29 19 11	808 17 5
22 10 0	...	54 16 1	55 19 9	...	19 11 9	...	2 5 3	692 14 7	38 9 6	1,509 17 4
89 15 0	...	152 18 11	143 18 10	...	23 2 2	...	6 5 0	1,895 15 3	207 17 0	4,180 12 9
16 9 3	...	3 1 7	...	...	28 17 3	...	6 9 7	941 6 3	23 17 11	296 4 8
15 14 9	...	34 18 7	16 3 7	...	‡ 5 0 0	...	1 0 0	351 19 10	114 17 2	982 18 4
611 4 9	240 7 8	1,168 15 9	1,029 19 10	8 12 2	295 3 2	120 19 11	393 0 10	17,975 2 11	913 14 6	33,045 14 4
6 6 7	...	...	...	...	...	...	0 0 7	209 2 9	38 17 2	...
11 19 0	...	19 6 9	23 15 0	...	...	...	3 2 0	533 17 1	...	584 18 4
34 3 9	8 11 5	22 13 6	42 11 6	...	...	...	13 5 8	806 13 11	10 19 4	665 4 8
13 9 10	5 14 3	7 16 4	13 18 8	...	...	...	4 8 4	375 5 2	...	279 8 10
11 8 2	...	...	...	...	...	...	1 18 10	312 7 3	...	43 5 3
77 7 4	14 5 8	49 16 7	80 5 2	...	...	...	22 15 5	2,237 6 2	49 16 6	1,572 17 1
13 16 8	...	6 16 3	12 4 5	1 8 6	0 6 0	...	1 14 9	423 6 3	...	196 1 6
15 17 11	6 8 9	8 14 7	13 0 5	...	...	...	1 3 4	348 0 7	133 5 1	383 3 8
25 11 2	31 4 8	36 8 8	52 11 3	...	‡ 0 16 6	...	2 11 7	462 6 5	...	977 4 9
7 4 0	46 18 11	9 16 10	24 0 0	...	...	...	5 5 11	388 17 10	...	610 15 2
26 14 8	...	1 19 0	27 18 10	17 11 3	‡ 2 8 0	...	6 2 2	818 12 9	...	191 6 1
16 1 11	...	8 15 10	33 3 3	...	...	...	0 12 10	400 3 4	32 12 7	218 2 3
6 18 9	25 17 2	...	...	...	...	...	2 12 11	194 12 3	31 2 9	...
19 19 11	...	30 4 11	56 15 1	0 6 8	...	...	1 14 9	636 3 11	...	831 13 6
13 15 11	...	...	...	...	1 7 0	...	...	240 8 5	90 5 11	...
16 4 6	...	38 9 2	75 14 7	...	‡ 1 17 6	...	6 13 2	750 11 8	...	1,135 14 2
19 9 10	3 13 7	36 15 0	66 13 4	...	‡ 1 2 6	...	1 0 0	562 4 4	24 17 6	1,000 0 0
17 6 9	...	6 15 0	...	...	...	...	7 13 2	474 16 10	...	157 4 0
14 5 4	...	4 7 0	71 10 0	...	...	...	0 7 2	571 12 3	...	171 7 1
14 2 6	23 6 8	27 14 3	42 0 0	...	* ...	...	1 3 5	524 1 10	...	772 13 3
4 0 0	...	...	...	...	...	...	1 4 9	165 18 3	...	29 19 11
51 6 11	...	51 0 9	110 13 4	4 2 0	* ...	* ...	12 15 6	1,690 8 5	95 15 8	1,340 13 4
16 8 7	...	21 7 10	17 12 0	...	...	...	2 6 8	734 18 5	...	672 9 8
64 0 2	...	9 6 6	20 1 9	...	2 2 0	...	15 4 11	1,663 14 11	96 1 7	547 18 4
8 11 10	...	1 14 5	24 11 8	...	2 5 0	...	7 13 11	281 19 4	9 7 5	24 11 8
23 18 2	...	18 17 4	26 16 8	...	* ...	...	24 4 0	888 1 7	...	757 3 1
15 7 3	33 7 6	30 9 2	35 18 9	...	0 15 0	...	4 14 5	563 10 6	...	863 10 7
13 0 6	...	...	...	...	...	...	0 11 10	246 0 9	...	35 4 6
9 12 4	...	28 19 8	24 3 6	...	‡ 1 1 0	...	11 19 4	741 14 1	...	1,012 18 10
9 10 0	...	40 15 7	38 16 8	...	* ...	...	2 11 2	683 19 11	...	1,173 9 3
6 0 0	...	...	...	...	‡ 0 4 6	...	4 15 5	269 13 9	...	60 1 9
34 0 4	...	35 17 0	68 11 0	...	4 4 0	...	15 0 1	824 2 9	49 7 4	955 14 2
6 10 10	...	3 19 10	7 18 4	...	...	...	4 2 11	190 7 5	40 16 8	106 1 11
12 6 11	...	...	...	...	0 15 0	...	0 4 0	273 0 8	83 0 2	...
72 18 2	...	71 15 4	107 18 8	1 0 6	1 5 6	...	3 6 4	1,966 17 7	...	1,980 16 3
12 3 4	...	27 17 3	37 0 0	...	1 13 0	...	1 1 2	465 8 2	...	786 1 2
6169 4	...	72 19 7	145 7 10	5 8 1	‡ 1 1 0	‡ 30 0 0	17 13 5	2,071 18 7	43 6 1	1,946 0 8
654 4 6	170 17 3	631 16 9	1,141 1 4	29 17 0	23 3 6	30 0 0	168 5 0	20,517 13 9	729 18 9	18,938 0 6

* No expenditure up to 15th May. † Included under Salaries of Teachers and other heads of the Account.
‡ Balance of Grant unexpended at 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1895	Expenses incident to the Election of the Board	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Repairs and Replacements of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK									
Airdrie (B.)	495 6 6	96 18 10	180 0 0	3,074 9 5	567 18 10	35 1 7	207 10 2	295 13 4	552 2 2
Avondale	...	...	57 0 0	1,405 2 3	...	42 4 8	180 13 8	28 16 2	124 17 5
Biggar	113 9 4	...	21 0 0	663 15 9	...	5 3 0	4 19 0	16 8 6	64 15 10
Blantyre	...	27 16 0	112 18 0	1,957 8 3	348 19 0	10 5 10	145 7 11	106 19 6	235 5 3
Bothwell	...	100 0 0	220 6 0	6,683 5 8	1,138 15 4	59 19 10	720 3 3	489 0 6	424 5 5
Calder	734 10 11	63 6 0	120 0 0	1,708 9 11	1,038 7 9	40 1 11	201 2 9	108 7 4	347 5 11
Calderhead	160 4 9	17 3 1	50 0 0	516 1 10	...	6 13 3	28 1 10	17 15 3	10 4 6
Auchinton (Comb.)	...	...	7 7 0	180 0 0	...	2 4 0	3 0 4	4 10 4	21 13 4
Cambuslang	...	64 8 10	142 0 0	4,795 6 7	8,149 19 1	80 14 11	339 19 5	147 9 3	257 8 10
Cambusnethan	738 0 6	..	135 0 0	3,568 11 10	4,846 5 6	24 15 11	123 4 7	140 2 2	493 14 9
Carluke	552 10 8	...	84 4 0	2,016 17 8	1,084 8 7	31 1 0	220 0 6	86 7 5	110 14 2
Carmichael	.	1 6 3	8 0 0	170 12 0	...	0 2 6	1 0 3	3 5 9	3 4 7
Carmunnock	190 17 2	11 9 1	43 10 0	239 18 3	...	8 19 7	29 7 8	5 12 2	36 7 4
Carnwath	59 2 9	33 14 5	65 0 0	1,899 15 2	877 15 0	14 6 8	98 0 6	95 17 11	94 5 4
Carstairs	...	1 17 2	8 0 0	227 0 4	...	0 4 0	...	1 14 4	...
Clarkston	112 14 8	55 7 5	135 0 0	1,863 2 5	977 16 7	17 11 0	182 19 3	147 5 2	162 5 2
Covington and Thankerton	29 18 10	1 7 4	...	154 5 0	...	...	0 19 7	1 12 2	4 5 0
Crawford	...	4 4 2	13 0 0	393 4 6	...	0 18 6	4 17 7	6 19 2	21 2 1
Crawfordjohn	...	13 10 8	11 0 0	346 0 0	...	1 5 0	0 3 0	9 16 7	2 17 0
Culter	...	1 10 11	4 4 0	210 6 2	...	1 4 0	2 18 0	6 2 5	13 2 3
Dalserf	115 18 6	15 15 0	41 10 0	738 5 6	...	2 2 0	137 18 9	18 10 9	64 3 7
Dalziel	1,365 8 3	17 9 6	162 10 0	4,273 17 2	2,950 7 11	23 0 2	485 0 10	192 11 10	395 1 4
Dolphinton	...	1 6 0	6 0 0	165 15 6	...	0 7 0	1 3 11	0 6 0	...
Douglas	...	11 11 4	20 0 0	774 19 3	402 13 1	7 18 5	10 1 2	15 4 9	9 4 4
Dunsyre	...	3 8 0	7 7 0	86 15 0	...	0 5 0	2 10 8	0 18 4	0 13 10
East Kilbride	58 7 3	29 16 5	53 0 0	945 17 7	...	16 15 5	104 6 9	46 11 4	54 7 7
Glasgow (B.)	...	2,271 14 2	7,876 5 4	110,521 1 1	51,051 18 2	1,371 7 7	4,937 2 10	7,330 18 1	6,027 4 0
Glassford	...	12 2 11	17 0 0	436 16 6	296 13 7	1 6 4	2 3 2	10 8 3	13 8 7
Govan	...	478 7 7	1,785 3 4	33,544 12 1	22,375 12 11	465 14 9	2,395 12 10	3,204 0 10	3,296 0 4
Hamilton (B.)	1,824 19 9	...	140 0 0	2,778 14 6	4,956 5 9	54 12 9	127 8 4	116 15 11	241 19 5
Hamilton (L.)	...	50 0 0	125 0 0	4,258 8 7	1,296 6 2	21 0 2	356 5 5	348 15 5	410 6 2
Lanark (B.)	...	4 6 6	57 10 0	1,393 13 4	231 5 1	12 15 8	68 12 0	33 18 0	135 6 3
Lanark (L.)	...	5 0 6	28 10 0	842 15 2	....	4 2 7	6 4 0	18 9 2	43 12 0
Larkhall	43 9 1	9 14 6	68 0 0	2,192 3 4	10 0 0	16 7 1	299 19 10	75 3 5	118 10 11
Leadhills	3 15 10	...	15 0 0	329 10 0	...	2 3 7	20 16 9	1 17 2	4 4 0
Lesmahagow	...	...	130 0 0	2,848 16 11	163 14 3	18 17 6	232 19 7	196 18 11	215 10 0
Libberton	16 9 8	2 12 6	9 10 0	170 0 0	...	1 10 8	1 10 10	2 13 0	18 1 6
Maryhill	...	81 3 8	370 7 2	4,443 16 4	67 19 10	92 16 6	261 13 6	542 14 0	82 14 10
New Monkland	217 13 2	50 3 1	135 3 4	1,711 1 0	...	44 10 6	23 16 2	95 7 10	136 14 8
Old Monkland	1,120 6 11	217 16 5	428 12 0	8,770 2 2	2,266 2 6	133 8 3	761 5 8	385 16 6	569 2 3
Pettinain	3 6 10	1 5 0	3 2 0	120 13 10	...	...	3 7 3	1 4 10	5 3 10
Rutherglen (Including B.)	477 8 1	18 11 2	152 0 0	2,391 15 2	54 4 0	39 12 7	307 9 2	187 14 7	267 18 2
Shettleston	...	...	173 15 0	2,498 3 2	6,617 6 6	31 0 0	110 3 5	98 19 0	243 7 3
Millerston (Comb.)	204 7 0	...	10 0 0	254 3 4	...	...	3 4 7	11 8 11	5 12 11
Shotts	476 1 10	32 5 10	89 0 0	1,556 8 5	1,195 9 1	25 6 4	244 19 7	153 16 1	195 14 11
Springburn	1,302 3 2	14 15 6	55 0 0	1,845 16 11	...	9 3 7	91 17 6	179 18 0	120 7 11
Stonehouse	36 1 7	19 10 7	29 0 0	703 14 7	...	5 9 11	79 8 5	16 17 6	49 5 9
Stonehouse (Comb.)	190 0 4	...	4 15 0	163 12 0	...	2 2 11	2 9 1	3 13 8	2 6 6
Symington	9 6 7	1 8 5	6 6 0	140 2 8	...	0 4 6	1 6 3	1 1 4	0 6 6
Walston	8 8 4	...	7 0 0	124 12 6	...	0 3 6	0 3 0	0 16 1	1 8 11
Wandell and Lamington	...	1 8 8	5 5 0	134 15 4	...	0 9 9	0 4 6	1 10 11	3 3 11
Wiston and Roberton	...	2 12 4	10 0 0	240 1 0	33 0 0	0 8 4	3 7 5	2 9 6	14 6 6
Total of Lanark	10,676 18 0	2,796 5 9	13,447 0 2	324,471 8 11	107,099 4 6	2,775 0 0	11,392 8 6	14,854 1 1	16,679 5 6
LINLITHGOW.									
Abercorn	...	...	20 0 0	311 4 8	...	1 12 5	31 8 11	16 1 2	12 12 6
Bathgate (B.)	...	7 7 8	40 0 0	* ...	...	0 16 6	...	...	...
Bathgate (Comb.)	252 6 8	...	20 0 0	388 15 0	...	...	17 16 5	29 12 4	37 4 6
Bathgate (L.)	61 19 3	27 11 4	89 3 4	1,958 10 10	9 4 6	30 14 1	87 0 3	30 14 10	219 1 6

* No School under the Board

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
235 14 11	...	519 1 5	607 11 0	8 12 6	142 15 0	292 1 10	85 11 11	7,306 9 5	...	16,020 4 8
135 15 2	119 16 7	72 15 3	118 0 0	13 9 6	* ...	* ...	10 14 11	2,304 5 7	72 4 2	1,930 6 8
40 13 6	...	6 6 10	25 0 0	2 0 0	...	† 11 14 7	20 10 3	993 17 4	...	256 6 3
163 18 8	...	258 17 5	436 7 11	13 6 1	†85 13 0	† 17 9 7	93 15 8	4,014 8 1	22 16 4	6,957 12 0
459 8 5	...	1,227 6 4	1,287 5 5	87 6 4	†47 5 8	† 75 1 7	399 11 6	13,399 1 5	681 9 3	33,081 19 4
181 18 4	150 1 0	354 19 2	415 17 9	40 9 8	...	‡ ...	101 1 4	5,655 17 9	1,060 15 5	12,405 12 3
40 17 1	40 0 0	38 3 3	202 5 6	4 13 7	14 0 0	34 12 3	17 7 0	1,198 3 2	...	1,015 17 5
14 13 0	...	...	...	...	...	...	20 15 11	254 3 11	1 8 0	...
564 7 11	...	793 19 3	684 3 10	15 8 2	†96 3 0	†176 1 0	54 19 1	11,262 9 2	...	27,006 8 0
258 6 3	40 0 0	212 10 7	742 19 5	6 3 10	* ...	* ...	87 8 1	11,417 3 5	...	9,900 18 5
177 10 5	...	239 6 10	272 7 7	...	...	* ...	78 2 3	4,972 11 1	...	7,426 15 10
7 18 2	...	...	...	1 9 8	...	...	0 16 4	197 15 6	8 4 2	...
23 19 0	38 10 1	37 19 5	65 6 10	...	...	† 4 10 3	9 5 2	754 12 0	...	1,137 3 8
82 0 0	...	80 6 3	220 0 0	3 19 5	...	...	25 13 3	3,646 15 10	276 17 2	2,876 0 0
5 17 6	...	13 12 0	18 13 4	...	...	...	...	376 18 8	89 16 7	368 13 4
146 12 2	...	296 19 3	226 14 4	40 3 7	†93 1 1	†11 1 10	37 4 10	4,464 18 9	12 4 11	8,842 1 8
5 10 0	...	...	...	...	...	...	10 10 1	202 8 0	9 14 1	...
15 2 3	...	5 19 6	87 4 0	11 14 3	...	...	11 2 3	575 8 3	51 0 5	83 10 3
22 9 1	10 8 0	32 12 3	38 10 0	...	...	...	0 0 4	527 12 5	88 11 2	903 0 0
9 8 3	...	...	...	...	...	...	0 8 3	249 4 3	...	3 13 6
72 11 11	...	51 0 3	110 0 0	5 1 0	‡ ...	...	6 17 6	1,379 14 9	...	1,431 2 11
472 8 3	...	731 4 9	834 3 5	46 10 7	§ ...	†119 12 2	229 13 0	12,298 19 2	563 15 1	22,238 3 11
7 14 11	...	6 12 4	10 15 8	...	...	...	...	200 1 4	21 3 6	203 17 8
47 4 11	17 14 6	64 3 6	130 12 6	2 16 7	...	50 0 0	0 18 6	1,565 2 4	...	1,922 17 0
7 12 0	...	...	...	...	...	...	...	108 9 10	17 1 9	...
81 4 3	5 12 0	75 8 0	154 18 11	...	* ...	* ...	17 3 10	1,663 9 4	...	1,907 15 8
10,599 4 2	...	30,299 19 9	21,450 10 8	257 12 1	...	†5,059 11 7	3,895 2 4	263,549 11 1	6,354 16 7	333,472 3 6
15 11 2	...	34 12 0	14 0 0	...	...	...	0 1 4	986 3 10	...	1,266 14 3
3,559 7 0	...	6,687 2 5	5,849 8 2	45 16 9	...	3,096 0 2	325 15 7	87,108 14 9	4,116 16 2	196,422 16 10
192 6 5	...	427 13 3	449 1 9	84 15 5	...	...	186 7 2	10,680 0 5	...	16,785 19 7
376 4 4	...	943 13 1	704 13 1	17 19 5	†60 18 4	† 6 5 3	82 8 8	9,060 2 1	2,908 2 7	29,318 3 7
93 3 9	...	139 15 1	123 4 7	3 7 2	...	* ...	22 0 11	2,310 18 4	75 6 2	3,724 19 4
21 13 1	...	55 3 8	81 5 7	...	...	...	15 2 0	632 18 4	24 2 2	1,440 7 0
145 2 11	...	207 4 8	316 18 5	44 1 0	†61 0 0	† 33 6 8	49 8 1	3,690 9 11	20 0 6	5,549 3 7
16 18 2	...	3 2 8	10 8 0	...	...	...	0 6 10	411 3 0	27 18 1	31 16 0
177 14 11	...	161 9 1	476 2 2	6 10 9	...	‡ ...	2 17 3	4,561 11 4	1,439 6 2	4,142 7 1
14 12 11	...	...	...	...	...	...	2 1 2	239 14 0	...	20 4 6
372 13 1	134 10 0	954 18 4	865 19 4	...	...	† 8 13 10	92 16 0	8,360 16 5	678 2 1	25,746 10 9
27 16 9	11 8 9	149 1 7	300 0 0	25 14 6	* ...	...	28 17 3	3,156 8 7	...	4,438 13 0
659 11 10	...	987 3 7	1,349 13 9	193 15 10	* ...	* ...	539 4 0	18,425 1 8	3,093 11 11	30,862 13 0
5 2 0	...	...	...	...	...	...	...	161 5 7	...	5 15 3
333 19 2	...	303 2 5	698 3 10	37 6 2	...	* ...	62 0 3	6,527 4 8	...	14,072 18 1
217 16 8	116 6 4	568 12 8	325 18 0	2 4 0	...	‡ ...	41 1 3	11,039 13 5	1,106 14 5	17,661 15 4
34 8 11	...	...	...	...	...	...	15 16 8	575 2 4	...	217 4 8
150 17 2	...	133 2 7	372 8 4	18 18 6	19 12 0	‡ ...	34 10 8	5,007 9 4	...	4,649 15 3
187 9 6	22 8 6	278 11 9	275 0 1	0 11 0	...	‡ ...	80 13 10	4,493 17 3	...	9,430 9 8
57 15 4	42 8 5	43 6 10	63 6 8	...	13 8 1	‡ ...	11 4 5	1,180 18 1	44 3 7	1,108 6 8
6 7 6	...	...	...	...	...	...	14 11 8	348 18 10	...	91 0 5
8 2 9	...	...	...	...	...	...	0 15 4	178 0 2	26 14 10	...
2 5 0	...	...	...	...	...	...	52 1 2	206 18 6	...	28 2 10
6 7 1	...	...	...	...	...	...	0 10 11	155 16 1	20 1 8	...
11 8 10	...	...	...	...	...	...	...	317 13 11	...	11 5 6
20,574 16 9	749 4 2	47,696 18 6	40,414 19 10	1,041 17 4	633 16 2	8,996 2 7	6,875 5 6	534,356 12 9	22,912 18 11	1,358,419 6 1
70 4 3	...	41 8 7	61 2 9	...	...	...	1 4 0	566 19 9	...	1,122 16 4
...	97 18 7	51 8 2	34 13 6	5 10 0	...	...	...	237 13 11	3 9 1	1,224 4 9
29 17 3	...	...	...	...	...	...	36 18 5	1,022 10 7	...	376 4 5
124 5 7	59 1 4	120 19 4	99 16 5	...	...	...	45 8 0	2,083 10 7	...	2,608 15 8

* Included under Teachers' Salaries and other heads of the Account. † Balance of Grant unexpended at 15th May.
‡ No expenditure up to 15th May. § Expenditure of Grant included in previous Account.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1880.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW—*contd*									
Borrowstounness	394 12 7	6 15 2	115 16 8	1,817 16 3	2,896 13 10	26 0 8	126 12 6	97 15 2	123 0 2
Carriden	112 10 3	14 4 6	24 10 0	687 19 11	524 16 2	6 19 10	57 13 11	19 10 4	22 12 6
Dalmeny (incl. B. of Queensferry)	...	12 4 1	55 0 0	897 4 5	...	2 15 10	19 10 7	9 3 4	128 17 3
Ecclesmachen	16 0 3	3 19 8	18 0 0	246 18 6	8 10 0	0 3 6	2 7 5	2 6 4	31 6 1
Craighinning (Comb.)	...	...	3 0 0	55 0 0	...	0 3 4	0 10 6	1 5 7	
Kirkliston	395 10 5	...	50 0 0	1,045 16 9	...	5 10 4	17 6 6	41 0 4	86 19 1
Linlithgow (B.)	454 10 4	6 8 6	48 10 0	669 14 6	...	3 12 4	31 14 0	14 10 8	20 4 9
Linlithgow (L.)	218 17 8	16 19 7	57 10 0	1,225 17 2	...	16 13 11	55 14 7	41 6 2	70 12 8
Livingstone	...	20 17 6	24 10 0	403 7 2	...	4 16 7	15 3 10	30 1 6	37 15 6
Torphichen	84 14 0	20 12 4	30 0 0	568 11 3	...	7 0 5	11 17 7	16 19 10	14 13 6
Uphall	...	28 13 6	80 0 0	1,679 5 4	...	9 7 0	113 3 8	50 7 1	99 9 7
Whitburn	...	19 2 0	60 0 0	1,062 16 10	...	4 8 9	34 3 2	16 15 10	112 15 7
Total of Linlithgow	1,931 10 5	184 14 10	736 0 0	12,268 18 7	3,439 4 6	120 15 0	622 3 10	437 10 6	1,037 2 10
NAIRN.									
Ardclach	...	4 9 0	18 0 0	288 3 0	76 7 6	1 18 1	8 6 2	6 1 10	12 3 10
Auldearn	29 12 6	4 1 0	15 0 0	274 15 3	...	3 8 5	16 7 11	12 17 10	27 8 1
Cawdor	...	4 15 10	17 0 0	341 1 9	...	6 9 10	5 9 7	9 17 10	37 9 4
Croy and Dalcross	25 4 9	10 16 8	24 11 1	408 10 3	1 19 0	5 13 0	7 17 9	10 16 10	28 6 7
Nairn (B.)	492 8 9	4 4 6	45 0 0	1,101 9 1	43 7 6	11 3 7	43 6 5	15 5 11	19 7 3
Nairn (L.)	2 15 0	3 11 0	18 5 0	284 17 0		0 8 9	2 9 9	5 14 0	36 15 7
Total of Nairn	550 1 0	31 18 0	137 16 1	2,868 16 4	121 13 6	29 1 8	83 17 7	60 14 3	161 10 7
ORKNEY.									
Birsay & Harray	...	10 10 11	16 0 0	497 5 5	...	1 17 4	11 8 10	18 3 6	35 13 7
Cross and Harness and North Ronaldsay	223 13 10	10 7 9	27 0 0	307 13 1	27 10 0	2 6 0	5 7 8	12 11 0	7 2 8
Evie and Rendall	2 3 11	3 3 0	11 10 0	298 8 11	136 1 0	1 11 8	6 2 6	5 16 7	29 1 11
Firth and Stennis	...	7 2 6	12 0 0	295 17 5	238 10 0	5 5 10	18 7 0	10 3 0	24 0 4
Holm	...	...	10 0 0	225 5 0	...	2 10 6	9 19 9	9 19 7	11 15 4
Hoy & Graemsay	...	1 8 0	8 0 0	168 2 10	...	1 7 9	1 18 2	2 11 8	1 17 6
Kirkwall (B.)	494 2 3	17 7 7	60 0 0	1,174 5 10	...	10 7 8	64 10 4	58 4 4	99 17 4
Kirkwall & St. Ola	44 11 8	3 17 10	10 0 0	53 5 8	...	1 7 8	2 6 0	1 13 9	3 0 8
Lady	321 13 11	10 7 9	18 0 0	288 4 2	...	0 8 0	8 8 5	4 2 11	30 8 0
Orphir	...	4 10 6	10 0 0	250 14 2	148 13 3	1 16 7	3 11 4	3 17 7	5 1 6
Rousay & Egilshay	...	4 0 3	14 0 0	367 2 11	...	3 12 10	15 1 10	11 5 10	14 10 7
St. Andrews and Deerness	69 8 5	5 5 6	20 0 0	419 17 9	...	2 15 5	10 10 11	11 8 3	14 19 2
Sandwick	...	3 3 0	9 0 0	174 11 0	...	3 14 10	4 3 10	6 13 5	16 0 2
Shapinshay	36 6 6	3 0 6	11 5 0	188 15 0	...	1 12 0	7 8 11	4 8 7	4 8 0
South Ronaldshay and Burray	...	15 5 6	32 0 0	911 0 11	96 19 10	10 2 11	28 14 1	22 13 2	77 14 1
Stromness	139 6 7	10 18 9	51 0 0	683 2 0	...	8 2 3	21 10 8	9 7 1	146 18 9
Stronsay & Eday	101 9 3	5 4 11	18 0 0	586 11 7	...	0 4 10	28 10 2	28 5 2	28 1 0
Walls and Flotta	225 5 0	3 0 6	16 0 0	449 4 10	126 5 0	2 8 2	16 7 1	21 14 10	58 7 11
Westray and Papa Westray	...	12 12 0	37 16 6	675 1 0	95 15 6	3 15 2	20 13 5	19 15 11	23 0 8
Total of Orkney	1,658 1 9	151 6 1	370 16 6	7,944 8 8	869 12 7	76 1 7	281 0 11	269 14 2	589 14 2
PEEBLES									
Drumelzier	...	...	6 0 0	115 16 8	...	0 7 10	0 15 2	1 8 2	15 5 3
Lyne and Stobo	28 5 1	2 4 2	10 2 0	246 19 2	...	1 10 6	2 5 6	1 9 5	5 11 2
Kirkurd, Broughton & Glenholm	...	7 6 1	14 0 0	195 6 6	...	1 2 6	0 19 11	2 9 6	6 15 11

* No School under the Board

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
159 16 3	...	141 3 1	234 7 1	4 8 7	110 13 5	418 16 6	136 17 4	6,745 5 2	45 14 3	6,994 6 5
45 19 9	...	15 4 8	21 13 4	...	...	...	26 7 7	1,580 2 3	...	1,015 2 4
49 1 10	...	32 0 11	63 2 3	1 12 0	...	...	2 18 3	1,273 10 9	122 19 5	852 9 8
8 11 6	...	...	...	...	...	...	10 1 1	348 13 4	2 19 6	...
10 0 0	...	...	...	...	...	...	0 18 2	70 17 7	...	9 14 2
62 12 11	...	171 8 7	148 18 10	...	25 0 0	...	9 16 0	2,039 14 11	...	4,094 2 1
46 1 10	...	107 14 11	142 7 3	3 13 6	...	...	17 14 3	1,566 16 10	...	3,503 17 5
90 12 0	...	119 1 1	131 13 4	1 15 3	...	...	136 3 9	2,182 17 2	...	3,759 18 11
29 7 6	...	52 15 7	43 4 7	...	...	...	1 2 10	663 0 7	9 18 7	1,464 15 6
46 0 0	...	45 18 11	77 5 10	...	...	...	9 11 9	933 5 5	...	1,381 9 3
164 7 5	...	88 17 8	326 0 0	...	10 0 0	...	61 17 4	2,711 8 1	...	2,452 11 3
105 2 5	...	39 13 9	79 6 3	...	...	...	10 10 10	1,544 15 5	44 4 1	1,674 7 5
1,042 0 5	156 19 11	1,027 15 3	1,463 7 5	16 19 4	145 13 5	418 16 6	501 9 7	25,571 2 4	229 4 11	32,934 13 7
18 9 2	...	39 11 3	31 11 4	...	* ...	...	22 9 2	527 10 4	13 9 2	1,106 9 6
23 19 8	...	...	...	...	10 0 0	...	20 7 0	437 17 8	...	49 3 8
27 7 3	...	42 8 2	45 16 10	...	* ...	...	5 0 0	542 16 5	...	1,180 8 10
24 6 3	...	32 5 11	30 11 1	...	* ...	...	7 2 0	618 1 2	...	917 15 3
84 5 10	...	115 11 2	72 19 1	6 9 0	* ...	...	75 14 4	2,130 11 10	...	3,713 8 3
24 10 0	...	56 9 6	28 7 0	...	* ...	...	7 10 4	441 12 11	...	1,639 6 1
202 18 2	...	286 6 0	209 5 4	6 9 0	10 0 0	...	138 2 10	4,698 10 4	13 9 2	8,606 11 7
39 5 9	...	20 2 1	9 14 3	...	...	...	4 1 6	654 3 7	226 9 4	564 12 11
13 2 6	...	6 5 1	8 13 4	...	...	...	10 15 10	662 8 9	...	353 15 10
18 17 0	...	22 10 7	20 4 3	1 5 3	...	...	2 11 5	550 8 0	...	790 17 3
11 19 10	...	27 10 9	24 6 0	...	...	...	...	672 2 8	169 19 6	825 14 0
16 3 3	...	8 1 10	6 16 0	...	...	...	9 15 6	310 6 8	50 4 8	224 8 0
5 11 0	...	10 19 0	16 9 3	...	...	...	0 11 3	218 15 7	47 6 8	299 6 4
98 18 11	...	96 10 7	50 8 9	1 8 8	...	...	94 2 3	2,319 4 6	...	3,341 11 1
4 19 4	...	...	...	...	...	...	0 5 0	125 7 7	19 8 9	...
13 4 2	...	3 17 0	5 6 8	...	...	...	18 16 9	717 17 9	...	355 5 9
16 5 6	...	...	...	...	...	...	14 11 2	459 3 1	...	104 3 7
19 5 10	...	11 9 5	5 11 7	...	...	...	0 11 6	465 12 7	24 9 11	322 3 10
34 5 3	...	17 5 3	8 10 0	...	...	...	3 5 11	617 11 10	...	572 11 11
10 12 2	7 10 0	3 17 0	10 0 0	3 5 10	...	...	1 5 6	253 16 10	34 6 0	100 0 0
11 2 6	...	6 11 7	16 0 0	...	...	...	0 14 2	291 12 7	20 4 0	176 0 0
51 1 7	...	28 12 11	13 19 7	3 16 0	...	...	5 4 8	1,237 5 3	72 8 4	826 15 1
42 3 3	...	35 10 1	20 11 2	0 6 6	...	...	14 2 1	1,184 19 5	...	1,189 15 11
17 3 6	...	11 18 11	5 1 1	...	...	...	3 7 0	760 1 7	...	365 6 9
21 14 0	...	14 4 4	10 9 9	...	...	...	14 16 7	959 6 0	...	700 1 8
32 14 8	...	29 14 5	12 18 1	...	...	...	18 14 7	982 7 11	...	930 1 7
468 10 0	7 10 0	355 0 10	245 0 2	10 2 3	...	...	212 12 8	13,442 12 2	664 17 2	11,963 11 6
4 2 0	...	8 11 8	9 0 0	...	...	...	0 3 5	161 10 2	14 13 5	238 10 0
8 10 0	...	8 11 1	40 10 8	...	...	...	3 16 2	359 15 7	...	191 4 6
11 6 6	...	6 10 8	13 6 8	...	...	...	1 4 11	260 2 2	77 16 8	173 6 8

* No expenditure up to 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1899.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising and other Charges.	Books, Apparatus and Stationery.	Rent, Rates, Taxes, and Insurance.	Repairs and Expenses to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLES—*contd.*									
Innerleithen	...	14 16 9	46 12 6	1,051 1 8	59 14 0	2 19 10	23 18 9	28 18 1	40 19 0
Kirkurd	...	3 6 8	5 0 0	125 13 6	48 17 10	...	0 16 3	0 16 3	...
Lyne and Megget	3 2 7	4 2 4	8 0 0	128 0 0	..	0 13 4	...	...	0 0 8
Manor	64 14 2	3 19 11	6 0 0	114 0 6	...	0 5 7	0 12 11	0 9 9	...
Newlands	65 6 11	...	11 0 0	287 15 6	...	2 3 0	3 18 0	5 5 3	14 2 1
Peebles (incl. B.)	287 2 9	...	50 0 0	1,164 11 1	...	4 11 10	40 14 1	18 14 8	70 11 4
Skirling	1 11 8	...	6 0 0	136 4 6	...	0 1 0	0 16 0	0 16 4	0 1 0
Stobo	...	1 8 2	6 10 0	156 16 6	...	0 10 6	0 10 3	1 6 10	5 8 1
Traquair	...	4 5 7	14 0 0	215 10 3	...	0 16 1	3 2 1	3 3 1	8 0 9
Tweedsmuir	0 7 8	3 10 1	4 5 4	139 19 0	...	0 2 6	2 2 6	0 13 8	15 13 10
West Linton	58 4 3	...	6 0 0	284 11 6	...	1 6 8	8 13 8	2 9 10	5 12 4
Total of Peebles	488 15 1	45 0 4	198 7 10	4,559 0 11	108 11 10	16 10 2	99 2 6	67 0 4	188 1 5
PERTH.									
Aberdalgie	...	3 2 0	12 2 0	148 0 0	...	0 14 6	5 19 1	0 18 3	2 1 [illegible]
Abernyte	95 11 1	10 18 5	17 0 0	311 18 9	...	1 12 6	20 4 4	6 1 1	48 8 6
Abernethy	...	5 18 8	20 0 0	351 15 6	...	3 7 8	4 18 4	5 13 2	22 3 11
Abernyte	...	2 13 0	8 0 0	166 17 0		2 2 6	2 2 1	4 16 6	13 18 8
Alyth	...	...	35 0 0	903 11 4	3 3 0	6 13 10	26 6 4	40 18 1	90 4 2
Amulree	...	3 4 11	12 0 0	157 11 0	...	1 3 9	1 1 6	7 16 5	3 9 11
Ardoch	...	...	20 0 0	261 2 10	...	3 7 6	2 14 3	15 18 0	13 0 4
Auchtergaven	...	...	10 10 0	201 0 0	...	...	...	1 8 1	46 11 8
Auchterarder	...	14 16 7	35 0 0	813 12 0	180 1 9	1 14 6	6 8 3	17 18 3	54 13 9
Auchtergaven	27 10 7	17 3 4	19 19 0	332 4 0	...	2 5 10	8 0 3	7 19 8	4 13 11
Stanley (Comb.)	...	...	10 0 0	368 0 2	...	0 11 3	5 9 10	17 2 1	10 19 11
Balquhidder	...	...	15 0 0	193 15 6	...	1 17 0	...	2 18 7	38 9 6
Bendochy	...	4 17 6	10 0 0	113 18 6	...	1 4 1	0 8 3	4 19 6	1 18 10
Blackford	...	4 4 6	30 0 0	455 19 0		1 19 6	4 18 0	31 8 3	20 18 11
Blair-Athol	...	...	21 0 0	705 0 2	...	6 5 1	14 19 3	33 12 5	80 18 4
Bourtreebush	...	7 6 2	48 3 0	1,175 19 2	...	5 11 8	30 1 4	55 4 1	41 15 8
Burrelton	47 15 3	...	15 0 0	144 6 10	...	0 17 11	2 12 1	2 18 9	21 15 6
Callander	136 16 2	15 17 9	20 12 4	655 10 4	294 4 0	13 16 6	9 6 6	37 9 6	38 0 0
Capeth	...	3 16 4	18 15 0	382 4 8	...	4 8 5	9 3 11	1 11 6	1 16 6
Cargill	...	15 12 7	16 0 0	319 18 8	...	6 13 8	7 18 9	10 10 6	23 6 7
Clunie	...	...	14 10 0	189 14 5		1 9 11	1 4 8	3 5 4	10 14 [illegible]
Cluny	...	4 7 7	9 10 0	186 4 3	20 14 3	2 4 6	3 9 7	2 0 8	4 4 2
Comrie	104 9 1	5 15 10	25 0 0	425 9 4	12 0 6	9 4 4	7 11 7	13 2 9	15 10 8
Cupar Angus	84 10 4	12 13 7	28 0 0	682 1 2	...	7 1 1	22 11 10	35 10 2	80 3 2
Crieff	313 2 7	5 0 6	32 10 0	1,101 14 4	...	5 18 0	23 7 0	37 0 2	66 7 11
Dean	...	3 18 0	8 0 0	78 10 2	...	2 2 4	1 6 3	1 10 8	12 6 5
Dull	7 7 3	5 7 11	27 10 0	814 15 7	45 10 0	10 6 0	22 8 2	19 18 11	17 8 7
Dunfallandy	3 9 8	2 13 7	13 0 0	336 16 6	...	3 14 7	19 12 11	6 13 2	20 9 2
Dunkeld	39 9 8	...	27 6 8	709 9 6	...	3 9 6	16 10 5	8 3 11	105 5 11
Dunkeld and Dowally	1,158 15 3	4 2 6	20 0 0	504 15 0	...	2 1 11	4 6 3	5 19 7	73 3 3
Dunning	30 1 7	...	13 0 0	340 19 4	...	4 5 6	7 0 3	2 16 1	49 17 8
Errol	...	7 6 2	42 0 0	458 10 6	...	3 12 1	6 2 10	14 10 0	1 3 10
Fearnan-Gask	2 1 7	...	4 0 0	102 6 0	...	0 7 6	1 7 3	1 2 1	4 14 9
Fortingall	25 7 5	3 10 2	10 0 0	225 0 0	...	0 18 8	3 2 6	2 0 10	9 10 4
Fowlis-Easter	...	3 9 0	12 3 6	252 2 6	...	1 3 2	5 9 6	4 2 2	3 18 6
Fowlis-Wester	...	2 17 3	17 0 0	182 19 8	...	1 8 6	3 3 0	4 17 1	...
Foss	...	5 12 9	14 0 0	258 11 11	...	2 10 0	15 2 5	13 1 10	6 13 2
Gartmore	18 0 0	3 9 2	12 0 0	174 19 3	...	0 18 11	5 5 3	4 10 2	1 19 3
Glendevon	...	2 6 3	6 0 0	108 6 6	269 0 10	1 5 5	1 15 6	1 5 2	1 17 7
Inchture	9 15 10	3 13 10	18 0 0	271 12 0	...	1 7 6	17 4 6	8 9 9	1 11 9
Innerwick (Glen-[illegible])	...	3 9 2	12 0 0	159 18 6	...	0 4 6	0 16 4	6 3 3	0 9 6

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
58 16 3	...	48 3 4	123 10 0	...	...	...	11 6 11	1,510 17 1	14 14 6	1,267 0 0
4 0 0	...	...	...	...	...	...	...	188 7 11	125 12 5	...
1 14 0	...	6 18 0	8 13 4	...	...	...	0 0 9	161 5 0	...	193 1 2
5 10 0	...	0 18 1	13 3 3	...	...	...	3 3 2	211 17 4	...	54 17 5
12 19 11	...	24 1 3	40 11 7	...	...	...	13 11 6	480 15 0	...	659 17 9
96 1 5	...	91 3 9	204 18 11	2 2 0	...	...	77 1 4	2,107 13 2	...	2,461 1 9
3 12 0	...	...	...	...	...	...	...	149 2 6	...	2 10 11
4 15 0	...	8 1 9	12 0 0	...	...	...	...	197 7 1	54 4 11	222 0 0
10 17 11	...	...	...	...	...	...	16 10 7	273 6 4	8 18 6	...
4 7 2	...	...	...	...	...	...	...	170 19 9	8 16 4	...
13 0 6	47 18 4	17 14 10	22 9 0	...	...	...	3 5 1	451 6 0	...	501 7 8
239 12 8	47 18 4	220 14 5	488 3 5	2 2 0	...	...	130 3 10	6,684 5 1	304 16 9	5,964 17 10
7 8 9	...	...	...	...	8 3 6	...	1 6 8	189 16 0	53 10 7	...
31 14 11	...	15 4 3	30 0 0	...	...	...	...	588 13 8	...	442 16 1
29 11 4	...	14 0 0	60 0 0	...	23 17 1	...	1 8 2	542 13 10	59 4 5	340 0 0
3 6 6	...	...	...	...	15 0 0	...	...	217 15 3	...	9 7 8
67 3 9	...	82 2 10	34 14 8	1 4 6	...	* ...	22 15 5	1,322 17 11	119 19 5	2,320 14 8
14 18 6	...	31 19 11	25 0 0	...	...	...	1 5 1	269 11 0	30 9 4	823 10 0
12 4 0	...	...	...	...	20 1 8	...	...	348 8 7	92 11 1	13 11 10
9 10 6	...	...	...	...	10 0 0	...	0 18 8	279 18 11	...	50 18 10
45 8 4	...	147 16 3	169 1 7	...	† 20 18 1	* ...	7 9 11	1,514 14 3	...	4,100 6 10
28 2 0	73 0 9	58 19 7	80 17 4	...	† 34 2 7	...	4 18 2	699 13 0	...	1,608 10 9
10 0 8	...	...	...	...	31 2 2	...	...	453 6 1	54 5 10	...
9 9 0	...	...	...	...	22 18 8	...	15 8 6	295 5 3	...	5 17 7
8 0 0	...	26 2 11	20 13 9	...	...	...	1 16 0	193 17 4	57 7 2	726 6 4
12 7 2	...	...	...	...	34 16 2	...	...	596 6 6	48 10 7	...
52 17 2	...	...	...	...	...	‡ ...	5 0 0	929 7 6	297 15 1	...
65 2 5	...	154 13 7	120 12 4	...	93 13 11	‡ ...	11 7 11	1,809 11 4	...	4,128 11 7
9 15 9	...	3 18 8	6 19 4	...	...	...	3 1 10	257 1 11	...	134 13 7
55 10 7	...	122 11 1	118 3 6	...	48 8 1	‡ ...	2 2 3	1,498 8 6	...	3,752 9 3
13 15 2	...	...	...	...	25 0 0	† 2 0 0	...	432 11 8	122 5 0	...
21 0 4	...	22 1 0	40 0 0	...	20 0 0	...	1 9 8	714 6 8	...	794 17 6
9 8 0	...	9 14 8	11 13 4	...	12 0 0	...	...	263 15 0	24 15 0	250 16 8
10 9 3	...	12 12 5	11 8 3	...	12 0 0	...	0 9 0	256 13 7	...	352 2 4
21 3 1	...	30 13 10	43 4 8	...	† 10 11 6	‡ ...	6 1 0	734 18 2	...	351 8 9
56 1 4	...	70 18 9	55 10 3	...	...	‡ ...	28 0 1	1,106 8 9	...	2,104 5 1
51 4 6	...	25 12 7	50 9 11	...	...	...	37 8 6	1,739 16 0	...	975 13 2
5 16 3	...	...	...	...	...	...	6 2 1	119 11 2	...	21 12 1
43 6 4	...	50 9 9	41 0 0	...	75 0 0	169 0 0	37 18 0	1,387 4 6	51 4 6	1,272 14 0
24 7 3	...	37 2 0	33 3 0	2 17 6	...	...	3 13 10	517 13 2	...	1,104 10 11
63 7 3	...	78 6 2	66 17 6	...	29 19 6	...	17 15 7	1,214 1 7	...	2,231 8 10
20 15 8	...	...	...	...	...	221 11 7	41 19 8	* 1,861 10 8	...	1,185 12 0
18 10 0	1 6 2	12 6 5	21 13 4	...	20 11 6	...	2 14 3	565 0 11	...	367 0 11
18 2 0	14 0 0	53 16 10	39 16 6	...	† 43 6 7	...	0 11 0	702 18 4	199 15 3	1,498 10 8
3 7 6	...	1 12 6	15 5 2	...	...	...	0 7 6	186 11 1	...	34 16 1
14 19 3	15 0 0	9 10 9	10 0 0	...	...	...	3 4 5	332 3 11	0 10 10	265 0 0
18 6 5	...	15 17 4	21 7 7	...	14 17 7	...	6 0 7	338 17 4	7 2 10	435 11 6
12 3 10	...	14 2 5	16 0 0	...	15 0 0	...	1 3 10	270 8 7	0 17 3	341 0 0
11 16 11	...	...	...	4 15 2	...	...	36 6 10	366 16 0	73 17 0	...
11 1 5	...	7 15 3	23 14 9	...	...	...	1 6 8	265 1 2	25 4 7	203 19 10
3 8 9	...	8 15 1	8 0 0	...	...	...	2 10 0	414 16 11	338 10 3	542 0 0
8 8 6	...	11 14 10	13 18 6	...	66 3 4	...	23 1 4	452 1 8	...	295 13 7
4 13 0	...	...	...	...	...	...	2 1 1	189 7 10	14 1 0	...

* No expenditure up to 15th May.
† Balance unexpended at 15th May.
‡ Included under Teachers' Salaries and other heads of the Account.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Repairs and Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH *-contd.*									
Kenmore	...	28 12 2	18 0 0	471 8 0	118 19 7	11 18 1	3 15 9	12 18 2	15 13 6
Killin	...	13 13 2	21 0 0	646 18 0	275 10 5	9 17 0	6 13 8	16 2 5	36 15 5
Kilmadock	...	13 3 0	35 0 0	644 5 2	949 16 9	9 6 8	24 17 0	39 4 2	11 19 10
Killiecrankie	...	7 6 6	9 18 0	219 16 0	...	2 1 4	0 9 0	5 2 3	3 3 2
Kincardine	27 10 0	...	25 0 0	468 17 7	...	2 19 3	3 19 9	11 19 3	2 13 6
Kinclaven	...	2 7 6	...	140 13 0	...	0 12 0	3 12 8	1 6 8	5 1 4
Kinfauns	...	3 18 0	25 0 0	129 4 8	...	2 9 7	...	1 11 11	7 16 10
Kinnoch-Rannoch	9 0 11	4 3 6	24 0 0	470 12 4	...	2 11 10	4 14 8	5 2 7	2 10 6
Kinnaird	...	3 18 0	6 15 0	196 4 3	...	2 1 7	...	4 18 4	10 7 9
Kinnoull	...	4 6 9	11 15 0	...	...	0 8 8	...	...	...
Ballinluig (Comb.)	68 5 6	...	10 0 0	...	...	...	...	7 12 7	...
Kirkmichael	...	6 17 2	18 0 0	355 2 3	...	1 12 2	0 8 3	12 4 4	14 9 7
Leeuchat	...	3 7 5	20 0 0	293 9 7	...	0 15 0	3 16 9	0 15 0	1 14 11
Lethendy and Kinloch	...	3 17 6	5 0 0	184 2 6	...	0 7 6	4 13 1	1 7 5	23 5 0
Little Dunkeld	...	15 11 8	30 0 0	612 0 8	...	28 15 7	22 6 7	49 4 8	15 10 10
Logierait	26 13 8	...	20 0 0	306 19 9	...	7 2 7	6 18 0	19 8 10	14 1 0
Longforgan	...	7 5 8	35 0 0	582 7 6	...	3 14 5	10 10 7	34 5 8	26 16 9
Madderty	42 4 1	11 7 0	12 0 0	154 1 0	...	1 2 0	1 11 6	1 13 2	1 15 10
Meigle	...	4 17 6	16 0 0	391 10 9	6 10 0	1 8 6	14 14 0	19 2 2	13 0 7
Methven	...	3 17 6	12 2 0	308 0 6	94 9 4	1 2 3	1 8 9	3 18 11	14 17 8
Moneydie	12 16 11	0 11 2	3 3 0	164 13 0	...	0 10 0	...	3 5 4	6 4 2
Monzie	...	2 12 6	10 0 0	172 8 0	434 11 4	0 2 0	1 9 11	1 10 1	1 0 6
Monzievaird and Strowan	...	3 0 6	10 0 0	268 0 4	...	0 7 6	0 19 6	3 7 9	11 4 5
Moulin	386 9 8	...	35 15 3	691 18 9	...	6 6 1	9 10 9	31 10 10	166 15 4
Muckhart	38 12 4	...	12 10 0	184 3 4	...	2 17 7	1 14 4	2 9 6	15 16 0
Muthill	...	4 5 2	22 10 0	397 8 4	...	2 3 10	7 2 8	16 14 2	62 13 8
Pessie	...	5 7 6	12 0 0	228 5 0	...	0 17 9	2 12 8	7 15 5	9 18 3
Perth (B.)	856 18 10	166 18 3	351 10 0	8,020 12 5	1,827 5 5	65 5 9	674 11 5	297 13 5	671 4 11
Perth, East Parish (L.)	...	3 6 4	14 0 0	67 10 0	...	1 5 6	1 17 6	5 3 2	16 5 3
Port of Monteith	49 8 5	...	15 0 0	278 2 9	...	3 12 10	2 10 6	22 4 5	26 6 3
Rattray	114 6 2	5 1 0	30 10 0	640 15 1	...	2 7 3	48 19 8	15 0 11	24 9 1
Redgorton	...	4 15 6	27 10 0	255 7 6	64 5 7	1 6 8	8 12 3	4 13 5	8 2 11
Rhynd	...	3 2 0	14 0 0	187 11 0	...	0 11 0	4 5 9	1 13 0	11 18 3
St Madoes	...	0 8 7	14 0 0	187 13 3	465 12 11	0 16 6	2 18 7	3 1 2	6 7 4
St Martins	...	8 3 11	20 3 6	303 12 2	...	1 3 0	10 1 2	12 6 11	19 5 2
Scone	...	5 15 4	20 0 0	521 3 4	...	2 3 8	13 13 11	10 12 11	110 6 9
Tenandry	...	...	8 0 0	...	...	0 5 0	...	...	...
Tibbermore	...	4 16 0	22 5 0	411 1 8	...	0 16 9	2 9 2	4 9 0	9 6 8
Trinity-Gask	5 8 4	9 12 3	3 0 0	140 8 0	...	...	0 5 6	1 3 3	1 13 3
Tullichettle	31 15 0	...	9 15 8	149 0 4	...	3 8 6	0 12 4	2 13 4	1 17 6
Weem	...	3 18 5	15 0 0	170 14 4	...	2 1 2	4 10 1	15 19 4	17 17 11
Total of Perth	5,766 1 9	661 11 2	1,781 5 11	34,572 13 0	4,991 15 8	319 14 2	1,263 16 2	1,760 7 1	2,305 2 11
RENFREW									
Abbey, Paisley (L.)	230 5 11	17 10 7	100 0 0	2,883 18 6	2,771 18 0	11 14 8	44 15 9	246 6 11	175 14 6
Cardonald	268 15 8	18 15 9	222 11 11	3,087 9 2	...	121 15 1	211 7 5	345 18 9	249 11 10
Eaglesham	...	0 19 6	12 10 0	295 0 0	...	1 15 0	4 15 0	6 2 5	29 15 4
Eastwood	786 12 4	10 10 0	186 15 4	2,029 12 5	4,276 13 5	31 16 0	316 2 5	149 5 8	195 2 9
Erskine	...	7 19 5	35 0 0	626 5 0	...	5 17 4	13 13 7	30 9 2	79 12 2
Greenock	417 19 6	...	126 15 0	1,067 14 4	1,445 1 0	15 7 2	91 8 1	53 0 8	178 14 11
Greenock (B.)	...	72 15 9	764 14 4	12,479 14 10	4 1 6	214 9 5	344 11 11	1,145 15 8	913 10 9
Greenock, East Parish (L.)	90 8 7	...	89 2 0	647 19 4	...	8 12 6	29 1 7	67 18 11	29 4 8
Greenock West Parish (L.)	...	1 8 10	29 19 0	...	...	9 18 9	...	...	...

* Not included in Total Expenditure.

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
24 12 7	...	27 9 6	19 4 10	3 18 4	15 0 0	...	0 8 7	773 19 1	61 12 4	769 1 11
36 18 5	...	58 1 2	64 9 6	4 19 10	...	...	4 5 5	1,197 1 11	...	1,693 15 0
38 11 5	45 2 5	41 10 7	41 13 11	26 0 0	114 6 11	...	10 13 11	2,066 12 6	407 10 11	1,161 9 5
6 0 0	24 15 4	8 12 0	6 16 0	...	15 0 0	...	...	309 4 7	...	260 5 5
10 14 9	...	1 5 7	18 8 4	...	28 11 4	...	12 11 11	627 10 3	8 12 1	18 2 1
12 0 11	56 13 6	9 18 8	8 0 0	...	13 10 0	...	0 0 3	253 15 3	106 4 5	259 0 0
5 0 0	23 5 4	...	...	...	...	...	8 0 0	206 6 4	...	10 19 8
11 1 1	...	8 2 6	11 9 6	...	20 0 0	...	2 4 0	575 13 11	14 1 7	223 12 3
5 10 0	...	1 8 4	8 2 0	...	10 0 0	...	1 18 10	251 4 1	...	47 9 1
...	53 17 5	22 10 0	9 5 5	15 15 0	...	...	...	117 18 3	119 16 11	633 12 10
...	...	...	...	...	...	...	...	80 18 1	...	7 0 0
20 18 0	...	19 19 6	20 4 2	...	14 7 2	...	1 6 8	483 0 3	52 12 6	555 12 1
10 2 0	...	...	...	...	...	...	2 13 8	336 15 1	23 10 7	...
7 10 0	...	...	...	...	...	...	...	230 5 6	24 12 2	...
37 17 10	...	17 9 11	28 14 6	...	46 0 0	...	3 15 10	907 10 1	...	499 16 0
23 13 7	...	34 10 4	25 10 0	...	...	...	26 18 3	711 7 0	...	953 1 4
24 12 10	17 10 0	56 15 10	126 11 3	...	29 2 11	...	11 1 11	977 14 11	57 9 6	1,571 1 7
10 3 3	...	4 3 8	14 10 0	...	...	...	3 4 10	257 14 10	...	172 10 6
52 14 5	...	70 4 5	32 1 7	* ...	34 14 10	...	3 11 9	660 10 1	56 7 9	1,974 4 10
17 11 0	...	...	...	...	...	...	2 4 6	449 12 5	...	32 3 9
7 3 3	...	...	...	...	15 0 0	...	...	213 6 10	...	0 12 10
5 6 0	...	...	...	...	15 0 0	...	9 17 2	653 17 6	209 5 0	550 0 0
8 0 0	...	...	...	...	...	...	5 3 3	310 3 3	...	5 14 11
66 2 10	...	59 19 10	65 0 2	2 2 4	...	† ...	30 15 5	1,571 7 3	...	2,067 12 6
11 18 0	...	11 13 3	9 8 3	...	...	...	2 7 6	293 5 1	...	353 13 4
22 12 8	6 0 0	27 13 0	44 2 6	...	61 16 4	...	5 13 6	651 1 10	6 13 0	733 12 8
9 18 0	14 5 10	23 5 10	19 9 8	...	24 10 0	...	3 9 0	356 14 11	47 0 4	606 9 5
620 11 11	...	1,113 8 10	996 9 2	8 3 7	‡414 3 5	† ...	1,517 14 8	16,196 10 0	...	34,901 2 2
4 1 4	...	...	...	...	...	...	2 2 10	118 16 11	40 11 5	...
16 11 1	...	3 13 6	20 0 0	...	...	...	1 10 2	455 19 11	...	122 1 11
62 18 10	...	53 13 4	64 18 7	1 9 6	115 16 1	...	8 12 8	1,187 4 9	...	1,678 8 7
20 8 4	29 10 10	16 6 8	15 11 2	...	‡ 18 15 0	...	2 5 0	477 17 3	73 15 3	451 1 4
7 11 3	...	...	...	...	13 4 5	...	...	242 15 8	3 17 6	...
13 1 5	...	30 1 5	30 0 0	6 0 1	20 19 10	...	14 3 7	795 4 8	...	931 13 11
21 9 1	35 11 2	83 4 4	40 19 8	...	* ...	...	13 15 4	609 15 5	29 3 6	2,285 12 6
42 10 11	...	56 14 4	35 14 5	...	‡ 13 18 1	...	10 18 11	843 12 7	4 19 10	1,584 16 5
...	...	...	...	...	...	...	...	8 5 0	...	0 15 8
22 3 10	...	...	...	...	21 4 1	...	...	498 8 11	64 7 11	...
2 0 0	...	1 9 10	10 9 4	...	...	...	1 3 11	176 13 8	...	48 6 7
12 17 0	...	23 11 0	30 0 0	...	...	...	2 13 5	268 5 1	3 18 10	650 0 0
8 12 6	...	...	...	...	10 0 0	...	2 2 5	248 15 4	7 16 10	...
2,299 3 3	409 18 9	3,017 8 10	3,006 8 8	77 5 10	1,792 12 4	392 11 7	2,068 12 7	64,091 17 3	3,094 17 2	91,451 1 5
309 15 11	...	467 6 10	350 12 2	49 9 10	† ...	* ...	73 12 5	7,793 1 11	3,292 3 3	17,359 17 3
318 1 0	74 4 3	501 14 10	646 9 6	9 4 7	...	557 17 4	48 7 4	7,562 15 1	...	13,705 8 9
21 18 9	8 1 3	...	...	...	23 3 2	...	0 8 8	404 1 1	6 5 7	...
285 10 3	...	328 5 5	441 8 10	...	...	‡198 12 1	124 4 10	10,371 9 9	...	13,133 2 7
34 6 8	...	36 3 9	61 15 9	...	11 5 10	...	2 8 0	843 19 6	175 7 5	969 5 2
102 13 7	...	145 9 1	250 16 11	...	...	...	59 12 11	3,914 8 10	...	5,854 12 9
1121 16 10	...	2,243 8 6	1,471 19 4	78 0 3	...	‡203 12 6	1,060 6 10	22,486 18 5	2,553 5 5	58,225 14 9
63 18 7	...	120 5 9	131 19 0	...	...	...	12 4 5	1,290 5 4	...	3,442 7 11
...	30 0 0	...	...	...	...	...	...	56 3 10	4 5 6	...

* No expenditure up to 15th May.

† Included under Teachers' Salaries and other heads of the Account.

‡ Balance of Grant unexpended at 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incurred in the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Cost of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*									
Houston and Killellan	325 16 11	14 2 11	66 0 0	744 1 4	...	8 3 2	40 9 2	31 13 1	41 5 10
Inchinnan	...	...	11 0 0	236 8 0	...	0 10 0	2 5 4	5 1 2	9 6 11
Inverkip	...	...	30 0 0	336 1 4	...	4 8 7	8 4 3	3 13 0	132 16 2
Kilbarchan	36 6 9	5 2 2	57 10 0	1,018 1 2	697 15 5	9 17 6	24 9 5	52 13 4	107 16 8
Kilmalcolm	19 18 10	27 1 0	57 0 0	735 18 0	..	13 8 10	16 5 11	45 14 7	11 0 8
Levern	135 4 0	5 17 6	45 0 0	341 12 2	...	7 4 5	7 11 8	10 16 1	57 3 2
Lochwinnoch	...	...	50 8 0	771 13 2	712 18 2	4 9 11	12 9 5	16 1 0	139 3 11
Mearns	45 3 8	6 5 4	45 0 0	522 15 10	...	7 19 11	42 13 10	9 18 10	125 1 3
Busby (Comb.)	205 8 1	...	20 8 0	603 6 3	...	1 0 10	33 5 4	51 4 11	29 9 3
Neilston	639 13 10	...	175 0 0	2,458 16 10	805 0 3	27 6 4	153 2 11	115 1 2	281 14 7
Paisley (B.)	709 0 3	280 0 1	534 12 2	13,350 8 3	5,678 16 9	134 6 2	604 19 0	967 11 8	507 1 5
Port Glasgow (B.)	241 18 0	...	151 0 4	2,805 8 10	2 2 0	15 19 9	251 14 3	276 7 9	109 16 10
Renfrew (B.)	249 16 0	4 8 2	58 10 0	1,474 12 1	...	9 12 0	205 7 0	29 9 8	148 9 5
Renfrew (L.)	21 19 6	4 6 8	80 0 0	1,048 14 4	...	3 12 11	42 7 4	91 16 0	89 19 7
Skelmorlie	...	4 18 3	30 0 0	387 5 4	...	3 16 11	40 9 9	2 13 6	21 15 6
Total of Renfrew	4,424 2 10	485 6 9	2,028 19 1	31,991 [illegible] 6	16,434 [illegible]	663 14 5	2,541 10 10	4,225 11 11	3,582 6 9
ROSS AND CROMARTY.									
MAINLAND.									
Alness	...	2 15 0	28 0 0	379 5 1	...	4 11 4	7 4 0	5 19 5	36 7 8
Applecross	...	...	10 0 0	582 16 6	...	3 2 7	2 9 7	6 1 1	24 3 7
Avoch	...	...	26 0 0	405 16 10	22 3 2	4 2 10	16 13 10	10 6 0	12 14 4
Carnoch	...	...	12 0 0	115 0 0	...	0 13 6	0 7 4	1 13 11	11 10 0
Contin	...	3 6 0	16 15 0	223 11 1	...	0 18 2	2 1 4	11 13 6	26 6 4
Cromarty (incl. B.)	486 0 2	11 1 9	65 0 0	673 14 2	...	4 17 2	34 17 2	9 8 1	19 10 2
Dingwall (incl. B.)	...	11 13 2	34 10 10	955 0 10	1,876 8 9	7 11 3	56 0 0	40 13 4	62 6 7
Edderton	...	3 3 0	15 0 0	179 8 9	...	0 10 0	5 0 11	1 13 0	6 17 0
Fearn	...	3 3 0	25 0 0	645 2 6	...	5 6 8	12 15 0	9 6 1	20 19 1
Fodderty	325 1 6	13 15 8	30 17 2	600 18 4	...	7 19 1	28 0 3	6 5 9	7 16 9
Gairloch	...	12 16 4	48 0 0	1,069 18 5	863 14 0	8 19 10	26 10 4	25 17 9	27 2 4
Glenshiel	5 7 0	...	10 0 0	121 14 0	...	7 13 11	7 18 4	4 9 3	33 18 3
Killearnan	...	6 14 0	28 0 0	208 8 5	...	7 8 0	4 3 0	3 6 2	6 14 2
Kilmuir-Easter	...	4 3 4	25 12 0	342 1 9	...	9 0 11	11 18 5	8 15 8	4 17 9
Kiltearn	...	4 3 1	20 13 7	149 12 0	...	2 19 9	7 0 2	8 8 0	47 15 5
Kincardine	...	17 11 3	38 0 0	600 2 0	215 9 2	6 5 5	8 3 4	14 15 1	40 9 3
Kinlochluichart	...	6 13 6	25 0 0	204 1 9	...	5 16 6	4 3 1	2 16 3	82 0 5
Kintail	22 13 10	...	19 0 0	201 9 0	...	2 13 3	3 1 2	7 13 1	17 6 0
Knockbain	...	8 15 0	31 0 0	418 10 7	...	4 14 7	6 7 10	17 6 8	38 6 9
Lochalsh	...	6 6 0	27 0 0	691 4 6	...	0 19 6	9 13 2	14 15 4	25 15 9
Lochbroom	...	...	75 0 0	1,202 3 0	490 17 11	44 11 5	83 15 0	30 9 4	98 7 2
Lochcarron	...	9 13 3	25 10 0	630 14 1	...	3 14 11	17 0 11	12 16 9	110 16 5
Logie-Easter	87 5 2	5 0 0	15 0 0	365 3 11	187 8 4	2 7 5	6 0 0	6 2 4	4 15 0
Nigg	...	3 19 6	23 0 0	248 1 2	...	1 2 0	4 13 11	8 10 9	1 6 9
Resolis	82 9 9	6 6 0	32 19 10	310 11 7	...	7 1 6	10 0 9	4 6 11	13 19 11
Rosemarkie	29 17 6	10 12 1	25 0 0	642 15 11	5 13 6	4 15 4	7 14 6	21 12 7	4 14 6
Resskeen	...	10 0 0	63 0 0	1,214 2 7	293 13 6	8 15 9	20 9 0	24 15 1	37 9 8
Tain (and B.)	49 5 2	6 5 5	30 0 0	619 5 11	24 15 0	5 14 9	34 10 9	6 15 6	20 6 7
Tarbat	...	...	22 2 0	423 14 9	142 4 8	1 2 9	5 6 6	8 7 7	10 5
Urquhart and Logie Wester	...	3 18 4	49 6 6	668 14 6	...	7 19 8	19 13 7	14 0 1	106 8 5
Urray	194 13 11	10 16 3	40 2 0	539 0 3	...	2 8 0	15 0 4	22 13 1	8 13 9
INSULAR									
Barvas	100 9 1	5 8 11	96 7 0	1,247 17 10	14 0 0	18 5 9	137 17 3	38 19 4	91 9 11
Lochs	...	5 17 5	95 19 5	1,646 12 6	732 17 0	17 2 9	99 3 8	44 11 7	238 11 5
Ardmore (Comb.)	...	...	7 10 0	57 14 2	136 0 0	3 2 9	5 7 5	3 10 10	30 9 6
Stornoway	19 9 9	22 8 3	146 5 6	2,300 18 0	774 19 4	25 17 8	185 18 1	41 11 11	46 5 10
Uig	...	5 4 11	91 0 6	998 7 11	180 0 0	16 2 8	98 13 6	35 13 1	58 13 3
Total of Ross and Cromarty	1,399 12 10	228 10 5	1,350 16 5	21,277 14 7	5,864 4 4	277 3 5	993 7 8	535 5 11	1,402 0 11

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued*.

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
65 12 7	...	144 13 4	65 4 10	...	...	...	19 17 10	1,567 1 0	...	4,407 12 0
11 8 10	...	10 0 4	12 8 0	...	...	...	7 4 4	305 12 11	37 11 9	277 0 0
27 4 6	...	19 0 7	15 0 0	...	*...	...	5 18 7	582 7 0	...	702 4 4
77 18 9	181 3 7	160 15 5	134 3 9	22 2 9	15 15 11	...	37 13 11	2,639 5 6	...	5,159 2 9
99 10 6	50 0 0	207 1 2	130 2 9	...	...	†148 12 1	22 13 3	1,584 7 7	187 4 10	5,328 0 2
28 16 2	...	4 14 11	17 10 0	...	21 18 3	...	15 10 7	698 18 11	...	259 9 8
74 4 1	...	41 16 10	60 8 8	...	...	...	31 2 7	1,914 15 9	...	1,715 18 4
49 4 3	123 4 8	49 4 11	93 16 0	...	3 0 0	† 91 5 11	8 10 0	1,223 4 5	94 19 10	1,313 5 8
63 6 0	...	...	...	...	...	...	28 17 8	1,035 18 4	...	205 6 10
213 7 5	...	256 17 7	278 15 0	...	109 4 6	†161 2 0	168 12 6	5,843 14 11	...	8,393 6 11
1,133 18 4	...	2,421 4 1	1,493 9 8	54 13 11	* ...	...	852 8 7	29,222 10 4	...	75,908 18 0
324 12 2	...	524 7 9	324 5 4	18 15 1	...	133 16 1	104 12 8	5,084 15 10	...	13,751 12 8
112 15 5	...	125 0 4	149 6 8	...	...	†230 17 8	22 11 10	2,820 16 3	...	3,469 11 7
56 15 7	40 0 0	183 6 1	170 9 6	...	93 18 1	...	9 6 5	1,936 12 0	...	5,150 8 8
18 0 11	...	6 17 9	19 4 0	...	...	...	0 12 8	485 14 1	237 2 9	182 8 0
4,614 12 1	506 13 9	7,997 15 3	6,319 5 6	232 6 5	278 5 9	1,725 15 8	2,716 18 10	111,768 17 10	6,568 6 4	238,914 14 9
13 11 0	...	26 16 1	22 7 5	1 18 1	...	...	5 0 4	528 15 0	163 4 3	743 8 5
12 14 0	...	24 13 6	30 0 0	...	...	...	15 0 0	712 0 10	...	712 12 2
31 6 6	...	48 5 6	46 5 8	...	...	...	2 7 1	626 1 9	...	1,407 10 0
2 0 0	...	7 16 10	19 9 2	...	...	...	2 9 1	172 19 10	70 19 11	204 12 7
11 16 1	...	15 15 5	7 9 5	...	...	...	...	319 12 1	28 11 1	443 3 5
53 2 8	...	70 3 6	48 13 6	0 18 0	21 3 8	* ...	16 1 4	1,514 11 4	...	2,198 16 6
36 0 6	...	50 8 2	75 16 3	11 1 6	...	* ...	15 3 0	3,233 14 2	...	2 747 19 6
7 17 0	...	6 10 9	9 15 6	...	23 0 10	...	1 14 0	260 10 9	9 17 6	177 0 11
25 13 0	...	43 17 11	20 0 10	1 10 0	‡ ...	...	5 1 6	817 18 7	80 8 0	1,234 1 5
21 16 1	...	19 2 9	16 10 8	...	...	...	49 4 8	1,127 8 6	38 0 4	765 13 11
23 14 10	6 9 11	143 12 7	65 4 8	...	...	* ...	28 13 1	2,350 14 1	417 4 9	5.374 8 10
8 0 0	...	10 14 9	7 19 11	...	...	...	6 18 9	224 14 2	...	311 0 8
12 15 0	...	14 4 9	7 19 10	0 17 1	...	...	...	300 10 5	17 3 7	398 15 5
21 14 3	...	40 7 8	18 8 0	...	9 0 0	...	7 2 4	503 2 1	50 19 6	1,135 7 3
15 11 7	...	8 0 1	15 0 0	47 13 6	...	...	131 8 8	458 16 8	...	274 1 11
29 0 0	...	40 19 0	34 0 0	6 3 6	16 7 0	...	5 0 1	1,071 18 1	87 10 10	1,344 0 0
6 4 0	...	6 3 4	10 2 11	...	...	...	9 8 9	362 10 6	...	204 7 6
11 8 0	...	...	...	...	...	...	29 6 7	314 10 11	10 9 11	...
23 8 8	...	36 10 7	28 17 0	15 10 0	...	...	0 10 6	630 0 2	80 2 6	1,001 17 5
26 13 6	13 7 4	38 4 2	23 15 7	...	...	* ...	10 15 7	887 10 5	111 6 4	1,070 8 6
52 9 2	...	32 3 10	14 13 11	7 14 0	†15 15 0	* ...	28 11 10	2,174 11 7	340 10 4	1,439 19 10
20 19 6	...	12 12 0	20 0 0	...	...	...	12 7 4	875 19 2	...	373 1 5
13 3 6	...	22 10 2	20 1 8	3 14 10	17 5 2	...	6 6 7	761 4 0	...	735 0 3
10 7 7	...	29 3 7	12 11 11	0 10 0	18 5 2	...	3 10 7	365 9 11	55 3 10	821 0 10
18 14 2	...	29 5 8	13 6 10	11 7 10	...	...	1 17 1	542 7 0	...	842 9 11
29 2 2	...	80 10 8	51 4 5	1 6 6	* ...	* ...	8 19 0	920 18 8	...	2,325 6 0
66 9 9	...	121 7 9	69 12 0	2 19 5	64 14 3	202 6 1	25 15 7	2,225 10 5	...	3,987 4 4
30 7 9	...	63 2 10	43 19 2	9 17 6	35 16 8	...	49 12 9	1,030 3 9	...	1,454 9 5
22 10 0	...	39 11 9	21 16 8	0 16 0	19 13 5	...	5 6 0	719 1 11	...	1,201 15 5
42 14 9	...	53 5 9	61 14 3	3 5 6	...	...	8 5 7	1,033 5 9	233 14 5	1,464 17 1
27 6 6	...	8 14 6	13 0 6	5 10 0	...	...	18 2 3	906 0 3	...	394 11 8
22 5 7	...	80 6 0	61 10 6	35 13 5	...	...	55 5 1	1,946 15 8	142 3 3	2,114 19 9
23 18 0	...	261 11 1	180 14 1	9 19 8	...	...	21 18 9	2,826 3 7	...	6,059 4 3
1 11 8	...	...	...	...	...	...	...	245 11 10	13 10 7	...
43 9 7	...	167 4 10	146 13 4	24 18 3	...	...	42 0 3	3,988 0 7	...	4,977 3 8
18 5 0	...	87 0 4	149 11 0	5 13 5	...	...	47 4 3	1,776 6 10	633 14 8	3,007 15 10
839 1 4	19 17 3	1,740 17 6	1,388 6 7	208 18 0	241 1 2	202 6 1	676 8 3	38,755 11 7	2,586 15 7	52,948 6 0

* Included under Teachers' Salaries and other heads of the Accounts. † Balance of Grant unexpended at 15th May.
‡ No expenditure up to 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balance overdrawn on 15th May 1893.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROXBURGH.									
Anerum	...	10 10 6	13 0 0	392 0 6	...	3 17 9	17 7 8	13 4 4	17 4 0
Bedrule	...	2 7 0	2 0 0	90 0 0	...	0 16 2	2 0 6	1 10 2	15 17 6
Bowden	12 13 5	12 3 10	14 0 0	256 5 6	...	2 9 4	5 1 6	2 6 2	12 7 6
Castleton	158 15 8	13 17 2	32 0 0	820 4 8	...	...	15 1 7	19 13 3	68 10 1
Cavers & Kirktown	...	5 4 9	20 0 0	714 13 4	...	3 19 4	21 7 7	18 6 6	45 5 10
Crailing	...	2 13 1	7 10 0	210 0 0	...	2 2 2	2 13 10	6 8 8	6 5 9
Eckford	...	4 0 0	15 10 0	290 2 1	...	0 11 2	3 8 5	8 10 4	16 8 2
Edgerston	...	2 11 0	7 0 0	131 17 3	...	0 6 6	3 1 10	3 0 3	9 12 5
Ednam	...	2 8 4	7 17 0	229 10 8	...	...	13 12 7	2 1 1	15 14 4
Hawick (B.)	...	...	179 1 4	3,759 2 2	44 10 3	32 15 8	107 5 9	85 13 9	159 11 6
Hawick (L.)	...	3 13 11	11 1 0	190 0 0	...	1 9 1	0 14 3	6 8 9	3 7 11
Hobkirk	12 12 0	3 13 8	12 10 0	195 4 10	...	1 10 2	3 2 0	21 12 3	1 13 11
Hownam	...	...	6 0 0	114 26 6	...	1 3 6	5 5 5	3 4 9	3 2 2
Jedburgh (B.)	...	16 10 10	72 6 8	688 13 7	...	2 0 5	38 14 8	14 9 9	23 16 6
Jedburgh (L.)	54 13 5	13 13 4	20 0 0	307 16 6	...	2 12 9	5 19 8	7 19 1	35 4 7
Kelso	740 17 1	4 8 4	65 0 0	1,274 4 10	...	13 12 6	60 0 5	43 12 3	131 6 6
Lilliesleaf	...	4 11 1	14 0 0	268 8 9	200 10 0	3 5 1	10 15 0	3 2 9	2 8 0
Linton	44 5 6	1 10 5	8 10 0	168 3 0	...	0 0 0	0 14 5	1 10 9	4 10 2
Makerstoun	14 9 3	5 6 11	12 0 0	144 5 4	...	0 15 3	1 11 8	1 14 3	5 8 3
Maxton	...	3 2 7	10 10 0	187 2 9	...	2 2 0	5 1 2	2 9 3	9 4 9
Melrose	...	20 4 4	61 0 0	1,119 12 4	...	8 2 9	26 3 2	49 7 11	39 6 6
Minto	...	3 17 1	10 0 0	264 13 2	...	1 3 3	3 3 4	2 15 2	3 19 7
Moretattle	...	3 14 3	13 0 0	324 17 8	...	2 12 6	8 15 3	6 3 6	14 10 6
Ovnam	...	3 10 2	7 10 0	120 0 0	...	...	4 0 6	3 1 7	0 15 2
Roberton	...	2 7 0	14 4 0	270 0 0	...	0 15 6	1 9 0	3 1 1	12 14 4
Roxburgh	...	4 3 0	15 0 0	333 17 11	80 18 9	1 16 3	3 9 6	11 13 9	30 13 8
St Boswells	...	3 14 8	13 0 0	239 14 9	...	2 5 6	11 3 11	5 1 8	9 2 9
Smailholm	3 15 11	3 1 0	10 15 0	122 9 10	...	1 0 6	0 11 6	1 19 2	30 6 8
Southdean	...	2 12 5	9 10 0	216 7 0	151 18 4	10 15 2	6 7 10	1 16 2	8 2 6
Sprouston	65 12 4	3 14 3	13 0 0	413 16 5	...	2 16 7	26 4 3	7 8 1	24 9 9
Teviothead	...	3 11 9	15 0 0	181 8 0	...	0 17 6	2 5 9	7 8 3	0 0 4
Wilton	...	7 9 1	19 0 0	279 17 6	...	0 17 2	3 5 1	4 8 10	31 17 4
Yetholm	...	2 6 8	12 0 0	268 7 10	...	5 19 4	13 4 4	7 0 3	38 14 6
Tl of Roxburgh	1,104 12 7	194 11 3	743 15 0	14,582 15 8	477 17 4	115 10 1	531 5 4	375 5 5	966 12 9
SELKIRK.									
Ashkirk	...	3 2 0	10 0 0	232 13 4	...	0 11 9	5 11 11	1 16 0	6 12 1
Caddonfoot	40 6 11	5 14 0	10 0 0	156 7 0	...	0 13 2	0 18 9	7 12 10	3 17 7
Ettrick	139 4 8	...	12 0 0	234 2 0	272 6 1	3 7 7	10 9 4	9 0 3	42 15 6
Galashiels (B.)	0 15 10	54 14 2	132 3 8	3,529 16 10	6,383 16 10	32 7 9	287 14 9	214 8 4	159 10 5
Galashiels (L.)	...	3 16 10	22 10 0	76 10 0	30 4 1	3 5 11	0 5 11	5 7 7	1 10 10
Kirkhope	12 4 6	2 11 0	15 0 0	237 6 6	20 0 0	3 1 9	3 7 0	4 0 4	6 5 2
Selkirk (B.)	44 12 8	15 17 8	100 0 0	1,225 0 0	25 0 0	12 19 0	90 4 2	54 16 5	75 15 4
Selkirk (L.)	38 9 0	4 9 6	21 0 0	503 12 7	25 19 9	3 0 4	15 1 2	12 15 8	11 6 8
Yarrow	22 1 7	4 16 0	20 0 0	424 16 10	...	2 7 3	14 6 6	7 2 3	10 18 1
Total of Selkirk	297 15 2	86 1 8	342 13 8	6,679 4 1	6,827 0 9	82 14 4	427 19 6	321 19 8	328 17 4
SHETLAND.									
Bressay	36 0 7	...	20 5 0	226 0 0	140 5 0	1 11 4	3 15 0	7 17 8	14 12 10
Dunrossness	...	10 8 6	49 10 0	680 4 11	...	24 2 2	35 14 0	40 16 2	49 12 3
Fetlar	...	2 14 1	6 10 0	64 15 0	...	2 7 2	6 13 9	3 3 0	...
Lerwick and Gulberwick	187 0 8	...	105 9 0	1,529 16 9	756 6 0	19 11 4	71 1 9	46 19 3	117 9 6

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
26 17 10	...	29 19 2	36 0 0	...	...	...	1 3 10	561 5 7	38 9 3	829 0 0
8 0 0	...	...	...	...	...	...	0 0 3	152 9 8	91 5 7	...
16 9 5	...	...	...	...	...	...	4 0 0	369 14 8	...	34 12 5
50 15 8	...	52 9 5	106 13 4	...	...	...	7 13 3	1,346 14 1	...	1,505 6 4
38 10 0	...	78 0 7	59 19 7	2 17 6	...	...	6 8 2	1,012 12 2	85 12 8	2,173 17 9
22 7 8	...	45 2 8	46 0 0	...	...	...	0 6 2	346 11 0	38 6 9	1,255 0 0
16 8 0	...	11 3 7	31 5 9	...	...	...	1 19 5	399 7 11	...	320 11 11
7 9 0	...	7 8 1	30 0 0	...	...	...	1 10 6	206 3 2	44 13 3	180 0 0
7 10 0	...	4 5 10	13 18 2	1 17 8	...	...	2 5 8	302 1 4	0 10 11	108 15 4
345 9 4	...	375 8 8	397 2 4	7 12 11	...	...	44 18 11	5,628 14 2	201 10 4	10,302 1 3
10 7 8	...	13 8 6	23 15 10	...	...	...	1 4 9	265 11 8	16 19 10	301 5 6
16 19 2	...	16 4 1	16 0 0	...	...	...	11 6 1	314 7 2	...	453 4 9
6 16 0	...	11 16 3	18 0 0	...	...	...	...	170 6 7	48 1 9	324 0 0
55 10 4	...	129 10 9	174 5 0	13 8 6	...	...	38 5 7	1,267 12 7	...	3,366 16 6
18 2 6	55 7 6	5 5 0	50 0 0	...	...	...	8 11 8	605 6 0	...	153 15 6
98 16 7	...	182 17 10	164 16 4	2 10 6	...	...	51 5 8	2,833 8 10	...	5,575 6 3
15 17 8	...	...	...	...	...	...	...	522 15 4	...	37 2 0
5 15 0	11 8 4	9 8 10	29 1 2	...	...	...	1 1 10	268 10 10	21 12 10	247 17 1
9 0 0	...	...	...	...	...	...	3 3 3	197 14 7	12 4 6	...
6 0 0	...	...	...	...	...	...	...	225 12 6	80 10 4	...
110 13 11	24 16 0	178 7 5	159 12 7	1 5 0	...	...	15 13 5	1,823 5 4	426 10 0	4,976 4 8
22 10 3	...	15 9 4	17 4 0	...	...	...	10 10 9	355 4 11	50 7 0	429 0 0
18 12 4	...	10 8 11	22 16 0	...	...	...	6 11 9	429 2 11	144 14 5	272 0 9
9 11 3	...	0 18 6	13 2 10	...	...	...	8 9 1	172 3 1	65 12 0	13 6 9
11 14 4	...	26 1 11	52 10 2	...	...	...	0 8 5	402 6 3	...	621 15 2
16 15 2	...	26 4 8	47 19 10	...	...	...	1 1 0	599 18 0	65 16 2	713 9 11
20 6 6	...	...	...	...	...	...	...	304 7 9	137 19 1	...
7 18 6	...	...	...	...	...	...	2 3 3	213 0 11	9 6 11	...
10 4 11	...	2 4 3	12 10 0	...	...	...	...	432 10 6	...	97 9 5
21 3 8	...	5 14 10	16 0 0	...	...	...	7 14 9	606 12 11	...	197 5 1
9 14 5	...	...	...	...	...	...	3 1 5	223 7 5	...	30 6 2
13 6 0	...	3 7 0	12 8 6	...	...	...	...	375 16 6	32 8 0	84 8 0
17 14 11	...	...	...	9 16 5	...	...	0 1 1	375 5 4	117 3 10	...
1,073 8 0	91 11 10	1,241 6 1	1,551 1 5	39 8 6	...	...	240 19 11	23,310 1 8	1,729 15 5	34,603 17 9
16 6 0	...	16 1 3	18 18 9	...	...	*† ...	0 17 11	312 11 2	13 11 9	439 19 8
15 16 4	...	21 19 3	28 0 9	...	...	...	4 15 5	296 2 6	...	623 12 4
22 10 7	...	...	...	16 7 0	...	...	16 17 2	780 17 6	...	502 10 11
248 15 1	...	582 19 2	584 16 9	83 18 7	83 18 0	...	154 19 4	12,535 15 6	...	17,712 10 2
13 2 3	40 17 6	22 8 2	19 8 0	...	...	...	18 3 2	257 16 3	168 19 9	620 16 0
17 1 1	...	2 5 9	4 10 3	...	...	* ...	4 10 10	332 7 2	...	77 3 4
91 6 1	...	136 8 11	710 1 1	11 13 10	...	...	117 10 8	2,709 9 11	...	3,539 4 3
41 5 10	16 0 0	37 10 9	55 7 0	...	...	...	4 19 11	885 12 0	...	1,133 0 2
25 3 1	...	12 7 11	12 12 1	...	...	‡ ...	49 1 6	605 7 1	...	464 12 7
491 6 4	56 17 6	832 1 2	1,433 14 8	111 19 5	83 18 0	...	371 15 11	18,715 19 1	182 11 6	25,113 9 5
7 9 6	...	19 16 6	10 4 3	...	...	...	4 11 0	495 9 6	...	754 10 11
5 19 5	...	26 6 4	12 0 11	...	...	...	1 2 0	471 16 4	20 17 4	739 16 11
37 15 11	...	52 8 6	59 4 10	...	...	...	2 2 0	1,063 16 3	129 5 2	1,353 7 1
2 2 0	...	12 5 2	4 15 8	...	...	...	1 10 0	102 16 4	72 11 5	336 9 6
79 0 1	...	73 16 1	60 12 3	3 13 0	...	*...	7 18 6	2,560 7 7	...	2,249 17 8

* Included under Salaries of Teachers and other heads of the Account. ... † Balance of Grant unexpended at 15th May.
‡ No expenditure up to 15th May

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balances overdrawn on 15th May 1893	Expenses incident to the Election of new Board.	Salaries of Officers of the Board	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Building.	Printing, Postages, Advertising, and other Charges	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance	Replacement of Furniture and Repairs to Buildings and Fences.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SHETLAND—cont'd									
Nesting	126 2 2	4 ...	29 10 0	105 5 ...	...	1 5 0	14 8 1	10 19 7	55 18 6
Northmavine	...	2 0 0	25 0 0	351 4 6	...	5 18 7	20 12 6	27 9 2	12 2 9
Sandsting and Aithsting	...	...	29 0 0	510 14 6	...	6 7 6	8 2 1	31 13 5	116 12 9
Tingwall	...	...	23 0 0	507 7 6	...	6 10 2	10 0 8	13 14 6	11 12 2
Unst	150 16 2	4 5 11	29 0 0	276 13 2	...	1 2 10	0 19 11	33 5 5	0 4 1
Walls	144 15 6	...	15 0 0	383 7 7	...	7 14 3	5 8 0	27 13 5	6 6 5
Yell	164 2 11	...	40 10 0	593 12 6	...	5 2 2	9 12 8	54 19 3	4 14 4
Total of Shetland	808 17 3	29 2 1	403 12 6	5,920 2 6	386 11 0	86 18 8	204 12 10	326 11 3	399 11 8
STIRLING.									
Airth	24 12 3	7 3 1	22 15 0	385 1 6	...	3 17 ...	16 6 6	11 14 2	20 3 5
Baldernock	68 18 1	3 15 0	10 0 0	218 1 1	...	0 8 5	4 4 10	3 0 0	8 19 7
Balfron	16 1 2	8 9 2	17 10 0	379 2 5	...	5 3 4	14 4 0	4 2 1	13 15 7
Bothkennar	...	4 7 6	22 4 0	496 13 0	...	4 14 5	32 2 5	3 7 6	103 16 3
Buchanan	...	3 14 11	15 0 0	241 16 2	...	2 3 9	12 3 2	2 7 2	3 12 4
Campsie	137 3 0	20 2 11	90 0 0	1,124 4 5	...	10 3 0	30 1 6	31 0 7	63 10 9
Denny	997 15 11	...	57 18 4	1,503 16 6	15 0 0	18 3 3	155 12 11	83 8 8	302 18 6
Drymen	...	3 12 7	17 0 0	364 6 10	...	2 1 0	9 10 11	5 13 9	87 14 7
Finnick (Comb.)	54 6 9	...	5 0 0	60 2 5	...	0 16 2	0 16 2	2 11 3	3 15 2
Dunipace	...	...	20 0 0	288 7 9	...	5 3 10	28 17 3	8 4 8	20 7 7
Falkirk (B.)	640 1 11	106 4 8	246 7 0	4,130 6 8	...	42 1 5	608 9 4	240 14 2	213 1 0
Falkirk (L.)	1,712 4 1	57 7 5	166 6 0	2,806 2 7	2,196 7 1	25 11 2	372 6 5	82 16 9	291 16 11
Fintry	...	8 1 3	12 10 0	177 18 5	...	4 18 10	4 11 3	1 10 6	71 14 6
Gargunnock	...	3 10 6	20 0 0	223 14 6	...	1 1 0	11 15 4	3 9 0	3 12 11
Grangemouth	...	...	60 0 0	1,766 6 8	994 12 0	16 6 11	98 11 11	102 16 2	256 15 4
Killearn	75 12 11	4 11 0	16 0 0	298 3 0	...	4 18 4	12 9 5	2 10 0	6 9 8
Kilsyth (B.)	...	18 0 0	60 0 0	1,239 18 3	2,227 6 6	16 16 6	182 12 3	38 9 8	272 17 5
Kilsyth (L.)	...	...	15 6 0	465 9 9	...	1 12 2	6 12 3	10 7 3	69 17 3
Kippen	...	10 8 0	26 0 0	388 10 11	...	12 2 7	8 4 7	14 18 7	108 0 7
Larbert	...	16 14 10	90 0 0	2,276 17 6	2,040 7 10	17 0 6	146 10 10	108 8 6	101 6 8
Logie	...	29 5 1	47 0 0	766 9 11	...	14 15 0	32 13 8	36 6 5	59 12 7
Muiravonside	170 17 3	11 8 6	41 5 0	1,088 0 0	2,628 3 4	14 2 8	148 9 7	20 19 6	97 14 8
Polmont	...	21 8 8	61 0 0	1,149 12 11	...	17 18 2	29 13 10	34 11 3	56 15 9
St. Ninians	...	27 12 11	140 0 0	1,533 17 1	...	18 2 7	98 16 4	92 13 5	161 4 0
Slamannan	91 6 4	31 10 9	102 10 0	1,640 15 2	12 6 8	40 11 4	115 13 7	51 14 8	212 15 10
Stirling (B.)	...	21 0 9	182 10 0	2,783 19 11	890 6 0	37 9 8	186 13 2	152 16 3	284 12 7
Strathblane	...	4 10 0	21 5 0	326 2 1	...	8 11 3	6 1 1	12 1 2	11 8 10
Total of Stirling	3,988 19 7	430 8 6	1,625 6 4	29,783 0 8	11,002 9 5	347 13 11	2,484 6 6	1,162 13 0	2,857 2 8
SUTHERLAND.									
Assynt	...	2 0 6	25 0 6	730 10 1	...	4 7 6	21 18 0	20 8 9	28 18 0
Clyne	...	...	10 10 0	457 12 8	...	3 14 1	10 3 5	9 1 3	20 15 2
Creich	...	13 12 0	20 0 0	809 9 2	140 6 2	3 19 8	8 0 4	25 3 4	22 6 4
Dornoch (incl. B.)	...	3 17 2	30 0 0	786 9 10	...	2 17 6	12 15 1	8 19 2	33 18 1
Durness	...	3 2 0	23 14 0	661 14 2	311 4 1	2 9 1	26 11 1	1 6 10	9 10 8
Lairg-achillie	...	2 14 9	28 1 0	487 17 8	...	4 13 7	11 11 8	6 13 8	17 2 4
Farr	263 6 0	11 0 9	33 2 6	833 19 9	13 18 1	10 14 11	57 14 2	20 4 1	32 9 4
Golspie	...	12 19 9	27 10 0	453 5 3	444 13 3	3 9 2	7 11 5	13 18 9	15 7 10
Kildonan	...	6 18 9	23 10 0	610 11 4	453 10 5	2 19 11	12 2 0	12 0 11	23 19 5
Lairg	...	9 5 3	26 0 0	342 13 0	...	19 4 5	11 11 3	18 16 2	17 4 0
Loth	...	4 9 10	19 0 0	161 11 9	94 10 0	0 16 11	5 9 5	4 8 2	26 13 5
Rogart	...	...	20 0 0	354 10 0	...	1 13 0	0 4 2	19 2 5	63 14 0
Tongue	347 5 0	...	26 0 0	533 11 9	317 2 5	4 10 4	12 3 10	10 15 6	16 11 1
Total of Sutherland	880 11 0	76 15 3	380 5 0	6,791 16 3	1,775 4 5	66 19 1	197 15 10	179 18 7	343 2 6

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
21 6 0	...	45 16 6	22 13 4	0 12 6	...	...	0 6 11	779 2 1	...	1,261 12 3
10 2 5	...	26 19 7	12 4 9	17 0 0	...	...	1 19 6	512 8 9	34 9 5	758 12 10
15 5 2	7 12 11	44 2 10	19 15 11	...	...	...	19 2 6	808 9 7	...	1,381 10 8
22 0 9	...	39 5 8	20 1 4	...	...	...	0 18 3	664 11 0	107 11 8	1,083 8 1
5 0 0	...	33 15 8	13 16 4	...	...	...	3 10 7	552 8 2	...	988 0 5
7 15 9	...	34 9 5	16 12 3	...	...	...	7 2 2	655 18 9	...	1,124 19 0
4 0 0	...	81 8 3	38 19 5	...	...	...	4 9 4	1,001 10 10	...	2,248 0 0
227 17 0	7 12 11	490 10 6	291 1 3	21 5 6	...	...	54 12 9	9,668 15 2	364 15 0	14,280 5 4
39 5 7	...	31 2 6	55 17 6	...	...	...	22 6 2	668 4 11	...	850 19 0
13 0 0	...	42 2 4	21 16 5	...	...	...	9 3 10	403 9 8	...	1,235 10 1
22 17 7	...	55 15 5	27 15 6	...	...	...	7 13 3	574 7 6	...	1,606 18 9
46 16 2	...	79 2 3	124 2 10	...	...	...	8 16 9	936 3 1	...	2,210 12 4
9 2 8	...	...	...	...	...	...	15 0 6	305 6 1	37 6 6	...
132 15 3	...	59 9 11	94 4 7	7 18 9	...	...	45 0 7	1,896 0 3	...	2,141 5 9
136 4 11	...	258 8 7	223 11 5	20 0 9	...	...	100 1 7	3,959 0 10	...	8,945 9 4
35 14 7	77 2 0	45 0 11	48 8 10	...	...	...	1 9 7	697 15 7	...	1,147 10 7
9 1 2	...	8 6 3	8 11 6	...	...	...	3 5 4	156 12 2	...	255 10 8
33 13 7	...	70 9 8	62 1 2	3 7 4	...	...	2 6 7	647 4 5	24 14 11	1,961 4 4
444 14 5	...	578 4 6	702 15 8	16 6 0	...	...	348 12 7	8,356 19 4	...	16,761 12 6
292 16 4	...	590 11 9	627 1 9	23 2 3	...	...	222 13 3	9,456 3 9	547 17 7	20,607 4 10
20 3 0	...	14 18 0	20 2 0	...	...	...	3 9 1	289 11 10	9 17 7	405 13 4
8 15 7	...	6 16 3	11 2 8	...	...	...	...	293 17 3	47 18 11	183 9 3
125 19 10	...	136 11 6	171 17 3	18 7 0	...	...	6 8 11	3,753 13 6	...	4,093 14 9
19 18 0	18 2 9	34 14 8	42 15 4	...	...	...	14 2 7	550 7 8	...	987 11 2
91 11 10	...	166 19 5	176 16 4	5 15 5	...	...	36 10 9	4,580 14 4	...	6,937 6 0
26 0 0	...	52 8 4	121 4 4	...	...	...	3 0 10	768 18 2	124 15 5	1,371 10 2
39 18 4	...	70 4 10	78 8 6	...	...	...	2 15 8	1,057 12 7	...	1,949 0 3
176 8 0	...	493 14 0	455 5 7	26 18 2	...	...	58 17 8	6,118 10 1	2,179 7 1	16,434 6 3
51 3 5	...	87 14 8	152 18 0	...	...	...	27 16 8	1,289 15 5	86 19 9	2,256 17 11
69 4 7	23 3 10	174 10 5	179 3 11	35 14 6	...	...	15 19 2	4,739 3 11	293 8 0	6,519 3 1
59 12 1	...	111 16 0	227 19 2	5 6 6	...	...	1 15 3	1,777 9 7	...	2,971 4 5
137 2 11	...	250 7 2	218 14 0	5 4 6	...	...	14 10 6	2,688 5 5	75 13 10	6,836 3 9
163 3 5	...	112 15 8	181 17 11	18 15 1	...	...	3 6 7	2,779 14 0	...	3,296 4 6
332 18 4	...	507 17 10	628 14 5	2 5 3	...	...	446 13 7	7,457 17 9	...	14,733 18 0
32 18 5	...	20 19 11	41 15 3	...	...	...	21 11 0	567 4 0	28 5 1	558 2 2
2,571 0 0	118 8 7	4,061 2 9	4,705 1 10	189 1 6	...	...	1,443 8 3	66,770 3 1	3,456 4 8	127,258 3 2
12 8 6	...	101 11 11	37 15 3	...	...	...	1 14 8	985 13 8	5 12 10	2,716 19 6
13 15 9	...	22 16 5	17 10 5	...	...	...	0 12 0	695 11 0	9 16 0	626 5 7
22 6 6	18 3 10	88 3 0	68 18 9	4 16 0	...	...	3 14 11	958 0 0	146 19 7	2,569 13 10
24 10 5	...	45 16 7	17 18 5	...	...	* ...	...	972 2 3	113 19 10	1,295 17 5
9 15 10	...	...	...	...	...	† 33 0 0	1 0 4	781 8 1	...	274 1 8
3 2 0	...	45 10 4	28 0 0	...	...	...	...	605 6 0	12 0 4	1,050 0 0
46 12 3	...	79 17 11	40 9 9	8 11 5	...	...	79 15 7	1,541 5 6	...	2,620 7 10
24 12 4	...	50 4 10	40 15 4	0 8 0	...	* ...	18 2 2	1,122 9 1	64 15 6	1,429 6 8
22 16 1	...	40 17 9	37 0 1	4 16 5	...	* ...	12 19 10	1,273 17 9	200 4 7	1,708 8 5
25 10 6	...	28 17 5	24 19 6	0 3 0	...	...	4 4 8	528 9 9	101 7 6	687 16 9
10 6 6	...	23 13 10	20 0 0	...	...	...	...	379 19 10	...	688 18 2
18 0 0	...	28 1 5	18 0 0	...	...	...	1 4 6	524 9 6	...	712 1 3
25 5 9	...	93 16 9	40 0 9	...	...	...	46 0 9	1,673 3 11	...	2,734 0 2
259 2 5	18 3 10	649 8 2	391 8 3	18 14 10	...	33 0 0	169 9 5	12,041 16 4	654 16 2	19,113 17 3

* Included under Salaries of Teachers and other heads of the Account. † Balance of Grant unexpended at 15th May.

General Abstract of Statements of Income, Expenditure, and Liabilities of

School Board and County.	Balances overdrawn on 15th May 1896.	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land and Erection, Enlargement, or Alteration of School Buildings.	Printing, Postages, Advertising, and other Charges.	Books, Apparatus, and Stationery	Rent, Rates, Taxes, and Insurance.	Repairs and Insurance and Expenses in connection therewith.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
WIGTOWN.									
Glasserton . .	24 8 6	...	25 0 0	261 4 2	103 4 3	2 9 5	12 2 7	5 15 8	19 12 8
Inch . .	43 7 7	5 0 1	21 7 6	767 1 10	...	2 10 3	21 19 7	10 13 9	20 13 5
Kirkcolm . .	19 15 6	3 15 0	30 0 0	443 1 2	...	2 2 0	7 10 9	2 13 7	19 10 10
Kirkcowan . .	...	...	16 0 0	412 9 2	...	2 1 3	12 6 6	2 11 3	16 13 7
Kirkinner . .	315 19 0	...	26 0 0	626 14 7	...	1 18 0	15 9 9	11 1 5	23 11 3
Kirkmaiden. .	...	10 6 8	25 0 0	650 19 8	...	9 5 7	15 6 11	44 7 4	48 12 4
Leswalt . .	22 5 2	...	22 0 0	275 9 3	...	1 12 0	7 15 5	11 12 5	0 2 0
Mochrum . .	...	...	30 0 0	700 19 0	...	3 6 6	9 1 5	22 1 5	59 5 7
New Luce . .	32 13 10	4 4 1	10 0 0	232 13 4	...	0 16 0	2 4 9	3 6 1	24 19 4
Old Luce . .	351 9 3	6 3 5	30 0 0	836 4 2	...	2 14 0	18 15 5	19 3 3	54 15 10
Penninghame .	63 1 1	...	34 0 0	694 7 2	...	2 7 6	29 6 6	51 14 2	53 13 3
Portpatrick . .	...	3 12 2	16 0 0	298 5 6	...	7 2 5	7 13 6	7 10 0	19 6 10
Stoneykirk . .	136 16 8	4 18 6	34 0 0	755 8 4	...	5 3 1	4 15 7	20 7 11	156 9 7
Sorbie . .	11 12 1	...	20 0 0	418 11 10	...	1 11 0	9 12 6	20 1 0	25 19 7
Stranraer (B.) .	...	28 17 4	62 0 0	1,372 12 10	2 14 6	26 4 9	62 12 6	61 9 2	196 16 1
Whithorn . .	41 3 4	..	38 0 0	801 5 0	...	6 18 4	35 15 5	25 8 11	51 14 7
Wigtown . .	...	...	17 0 0	633 8 8	...	0 10 6	7 19 9	3 7 11	25 11 6
Total of Wigtown	1,064 12 0	66 17 3	466 7 6	10,122 15 9	105 18 9	81 12 7	280 10 0	342 10 2	[illegible]
Total, Scotland.	84,936 14 3	12,509 15 3	50,961 19 1	975,694 17 0	289,841 7 5	10,684 6 2	50,609 0 5	49,458 9 1	67,991 3 5
Deduct Balances on 15th May 1893	...	...	...	...	...	...	...	...	...
Net Expenditure	...	...	...	...	...	...	...	...	...

* No School under the Board

School Boards for the Year ended the 15th May 1894.—EXPENDITURE—*continued.*

Fuel, Light, and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans	Repayment of Loans.	Legal Expenses and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
13 2 0	...	27 4 2	30 4 4	...	...	...	8 13 10	534 2 8	6 6 10	900 13 6
33 17 [illegible]	...	...	...	...	...	...	1 7 1	948 18 7	...	148 12 8
27 3 9	...	9 8 10	11 13 4	...	...	...	4 0 4	581 0 1	...	272 13 7
17 15 0	...	21 17 7	30 0 0	...	...	...	0 0 1	531 14 5	52 4 1	561 0 0
26 15 2	...	15 17 10	20 16 0	1 1 0	...	...	15 15 6	1,111 0 0	...	618 4 6
42 15 0	...	144 18 2	79 14 9	...	...	...	4 12 10	1,086 0 0	72 3 11	4,036 5 10
14 10 [illegible]	...	26 12 8	24 14 0	...	...	...	1 6 5	407 19 10	73 14 4	742 6 10
14 8 7	...	89 15 3	72 1 8	...	...	...	10 15 6	1,011 14 11	33 10 10	2,484 1 7
9 18 11	...	9 3 1	13 13 8	...	...	...	2 1 4	345 14 4	...	286 12 5
66 5 11	...	89 14 5	56 15 9	3 3 0	...	...	19 8 9	1,556 13 1	...	2,795 5 8
31 18 8	...	61 13 2	66 8 7	...	...	...	32 19 11	1,120 10 0	...	1,745 12 5
9 3 9	...	14 18 4	13 4 8	...	...	...	1 1 6	390 18 8	86 14 3	411 10 3
...	35 0 0	...	...	...	...	...	...	35 0 0	...	...
22 15 9	...	22 1 0	25 9 0	...	...	...	27 6 0	633 19 9	...	605 17 8
23 2 3	...	76 11 7	65 17 7	...	...	...	2 0 5	1,285 11 6	...	2,312 3 9
113 1 0	...	46 18 6	57 6 0	22 7 4	...	...	93 10 11	2,148 10 11	...	1,239 9 1
27 5 1	...	37 10 3	69 19 3	3 18 0	...	...	19 2 7	1,158 1 0	...	1,040 16 9
15 15 4	...	21 4 1	23 6 8	...	...	...	16 7 3	764 11 8	16 1 3	588 6 8
509 15 5	35 0 0	715 8 11	661 5 3	30 9 4	...	...	260 10 3	15,652 1 5	340 15 6	20,789 13 2
75,976 1 1	5,238 15 11	133,672 13 10	127,703 7 8	3,761 19 9	6,458 9 5	16,639 10 3	32,882 3 6	1,998,141 13 6	101,977 2 6	3,915,285 8 1
...	...	...	...	...	...	...	...	84,956 14 3	...	...
...	...	...	...	...	...	...	...	1,913,184 19 3	...	...

III. SUMMARY of General Abstract of Statements of Income, ended the 15th May 1894, showing the INCOME.

County.	Balance in hand on 15th May 1893.	Fees. School Fees and Books, &c., sold to Children.	Fees. Grants for relief of Fees under Education and Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department. (a) Annual Grants.	Grants from Scotch Education Department. (b) Additional Grants under Sec. 67.	Grants from Science and Art Department.	Grants from County Councils &c. for Technical Education under Local Taxation (Customs and Excise) Act, 1890.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	6,690 1 2	4,448 8 1	23,022 4 0	38,757 6 7	282 19 1	1,549 2 8	61 12 6
Argyll	1,185 11 11	496 19 1	5,881 1 0	13,620 16 9	81 9 2	256 19 6	645 15 5
Ayr	5,862 8 2	2,806 6 1	17,782 4 0	30,657 11 11	289 16 9	1,535 3 3	455 19 6
Banff	2,656 18 2	206 7 2	5,544 12 0	9,004 13 1	205 10 6	212 4 3	41 0 0
Berwick	1,947 11 4	56 12 4	2,749 16 0	4,791 8 5	69 4 8	13 1 6	24 0 0
Bute	495 16 6	200 8 4	1,164 0 0	3,447 1 0	...	132 8 6	...
Caithness	1,187 4 5	105 19 2	3,160 12 0	6,703 18 11	299 9 6	134 17 2	...
Clackmannan	1,461 6 2	200 18 11	2,826 0 0	6,006 24 6	...	194 2 0	42 10 0
Dumbarton	857 5 9	1,737 12 11	7,171 16 0	12,361 0 11	146 8 7	645 2 0	118 0 0
Dumfries	1,213 3 11	208 2 5	5,955 12 0	10,281 8 10	56 1 2	209 18 1	222 19 9
Edinburgh	14,798 6 3	2,218 3 6	26,778 2 0	49,443 8 4	1,155 16 3	1,667 11 0	1,147 10 0
Elgin	1,424 14 2	29 3 4	3,636 16 0	6,490 3 10	416 16 0	225 4 0	264 18 6
Fife	4,537 16 1	822 1 7	17,462 9 0	28,975 4 6	1,705 16 9	657 7 6	26 2 3
Forfar	1,656 1 9	5,675 9 7	20,471 8 0	35,085 15 4	656 17 4	1,649 17 11	129 17 3
Haddington	1,927 6 3	84 18 2	3,104 4 0	5,262 16 9	175 10 3	41 19 0	...
Inverness	5,411 18 10	98 3 0	6,412 14 0	13,355 3 6	1,118 8 6	76 5 10	27 17 7
Kincardine	1,054 6 4	41 6 5	3,120 4 0	5,160 0 6	106 6 1	105 10 11	266 0 0
Kinross	96 7 4	...	411 12 0	718 10 6	...	12 11 0	...
Kirkcudbright	527 12 6	61 16 2	3,409 6 0	6,260 7 0	...	29 5 6	54 7 6
Lanark	21 875 11 4	20,786 5 0	71,172 16 0	126,292 2 10	1,107 17 1	9,900 8 1	1,899 15 0
Linlithgow	549 10 9	193 12 10	4,290 8 0	6,214 16 11	...	166 16 0	180 18 2
Nairn	84 5 1	...	795 12 0	1,409 1 6	90 10 0	10 0 0	45 0 0
Orkney	949 18 4	134 10 11	2,473 0 0	5,075 11 6	194 1 9	53 2 0	...
Peebles	296 2 3	5 16 0	1,156 0 0	1,916 2 3	...	87 11 3	...
Perth	4,179 6 3	186 11 9	8,930 8 0	16,045 7 10	...	951 13 2	1,662 5 4
Renfrew	2,087 2 7	844 15 5	17,684 3 0	32,584 8 4	...	1118 13 6	290 12 10
Ross and Cromarty	3,965 17 11	88 13 9	6,891 10 0	13,220 7 9	1,130 0 11	60 13 5	267 7 6
Roxburgh	1,737 1 10	423 11 5	4,375 10 0	7,146 10 10	284 12 11	120 7 0	...
Selkirk	265 19 7	75 12 10	2,140 16 0	3,614 6 5	345 8 11	196 16 0	...
Shetland	366 3 2	144 6 9	1,084 4 0	3,461 9 9	617 17 5	...	...
Stirling	2,065 2 11	1,344 17 7	10,080 16 0	16,579 7 0	242 19 10	310 13 6	...
Sutherland	1,177 11 7	11 9 11	1,671 13 0	3,396 5 1	46 14 3	5 14 0	...
Wigtown	611 8 10	199 2 10	3,699 14 0	4,937 11 4	...	29 3 6	...
Total	93,469 1 6	44,541 15 4	396,624 1 0	727,961 1 9	11,289 14 2	23,549 4 4	7,284 13 5

EXPENDITURE, and LIABILITIES of SCHOOL BOARDS for the Year

Total Amount in each County.

INCOME.

Grants from Committees for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Amounts paid to the Treasurers by the Rating Authorities.	Loans Raised.	Endowments.	Contributions from School Boards under Sec. 42.	Fines recovered under Secs. 70 and 72.	Interest on Bank Account.	Income arising from other Sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
351 19 6	45,018 7 6	15,576 7 6	3,300 13 9	582 17 1	20 7 6	37 0 11	1,839 10 3	141,488 18 1	9,091 19 7
1,921 1 8	15,270 9 11	4,019 0 0	210 12 0	174 4 10	7 2 6	5 0 9	657 10 8	44,533 15 2	4,615 15 0
8 0 0	26,739 14 0	6,950 0 0	454 17 5	251 2 9	12 14 0	15 11 3	1,354 19 6	94,866 8 7	6,054 6 3
...	8,171 18 0	1,170 0 0	1,026 11 2	49 9 10	7 0 0	1 15 10	607 18 10	29,844 19 3	1,522 8 9
...	6,425 10 10	...	1 6 2	17 6 0	...	...	142 17 7	16,238 14 10	643 5 8
350 0 0	2,587 5 6	...	126 16 10	32 18 7	...	2 5 11	17 11 6	8,866 12 8	109 0 2
782 19 3	5,348 4 11	600 0 0	101 13 10	45 2 6	1 13 0	1 6 7	232 16 10	18,805 9 2	2,320 1 9
...	3,650 0 0	6,050 0 0	59 6 4	...	...	...	88 16 4	20,769 15 9	718 6 5
2,361 16 1	15,542 1 0	10,310 0 0	143 7 8	504 19 6	6 10 0	11 13 1	1,674 11 10	53,792 5 4	1,278 5 3
...	13,729 17 8	464 0 0	702 6 5	33 3 7	6 4 6	3 14 5	194 5 1	33,460 17 10	2,697 16 3
1,100 0 0	87,931 6 4	38,437 0 0	86 6 2	358 2 11	28 2 0	14 12 7	1,938 16 8	225,108 3 0	1,600 10 10
45 19 5	7,538 18 8	...	642 1 7	372 14 1	1 0 0	2 17 6	225 6 2	21,268 13 5	2,307 9 3
30 0 0	26,494 19 8	15,965 0 0	311 4 8	198 3 2	2 10 0	26 8 0	736 15 7	97,942 18 9	8,832 0 6
2,539 9 6	48,725 3 0	31,681 0 0	313 1 10	137 11 9	1 19 6	10 3 10	1,269 8 2	149,899 5 2	3,322 16 6
...	7,578 12 11	1,550 0 0	388 16 11	108 1 2	3 7 6	0 3 3	107 5 1	19,753 1 3	878 10 2
529 19 4	11,852 11 2	4,260 0 0	126 15 0	85 9 1	15 3 6	9 10 8	583 14 5	43,963 15 5	2,466 7 1
150 0 0	6,848 15 8	596 4 8	38 17 9	240 7 8	...	...	320 7 4	18,182 8 1	706 9 4
...	900 0 0	...	15 0 0	14 5 8	...	...	5 17 4	2,134 3 10	152 18 10
365 0 0	7,893 17 1	869 9 7	324 15 5	138 1 7	1 15 0	0 7 6	51 19 11	19,988 0 9	1,259 11 9
14075 4 3	169,432 19 7	102,249 0 0	337 18 7	574 10 10	158 1 6	180 16 9	5,530 2 5	545,524 12 3	11,744 19 5
255 16 0	6,990 1 4	3,246 0 0	82 4 4	122 0 1	0 17 6	...	154 2 6	22,924 3 5	2,876 3 10
...	1,469 0 5	...	84 15 2	...	0 15 0	...	24 10 0	4,012 9 8	699 9 10
...	2,189 6 7	123 0 0	357 4 6	7 10 0	1 18 11	7 18 9	164 12 6	12,121 16 9	1,985 12 7
...	3,381 3 7	...	0 10 5	...	...	...	124 14 8	6,857 1 9	132 0 1
441 18 0	23,286 8 8	2,663 0 0	365 5 3	409 11 5	...	16 3 10	1,416 7 3	60,561 6 9	6,625 7 8
3,790 9 7	35,299 4 7	10,027 0 0	308 18 10	589 17 5	65 8 6	53 16 3	532 19 2	104,587 10 0	13,749 14 2
502 0 0	8,083 3 11	4,681 0 0	191 7 9	38 1 1	22 18 2	7 7 7	710 3 8	39,119 13 5	2,222 13 9
...	9,565 15 1	...	15 7 9	66 15 10	0 15 0	5 8 0	252 15 5	23,946 11 1	1,093 6 0
75 0 0	4,261 8 8	5,918 6 0	110 0 0	16 0 0	...	1 9 9	781 12 0	17,807 16 2	1,090 14 5
256 3 8	2,257 0 7	480 0 0	210 0 0	7 12 11	...	...	73 14 11	9,558 15 2	474 15 0
...	20,305 2 10	13,950 0 0	48 19 6	127 8 7	1 15 0	2 6 11	297 19 2	65,416 8 10	4,809 18 11
248 0 0	3,595 13 5	818 0 0	...	...	...	1 11 4	156 9 11	11,119 1 6	1,577 11 0
...	6,068 2 10	150 0 0	5 15 0	35 0 0	0 5 0	0 1 3	23 2 6	14,914 6 7	1,078 10 4
30,180 16 3	644,432 5 11	282,703 7 2	10,492 18 0	5,338 9 11	368 2 7	419 12 6	22,293 15 2	1,999,379 19 8	100,738 16 4

III.—SUMMARY of General Abstract of Statements of Income, ended the 15th May 1894, showing the

EXPENDITURE.

COUNTY.	Balance overdrawn on 15th May 1893	Expenses incident to the Election of the Board.	Salaries of Officers of the Board.	Salaries of Teachers.	Purchase of Land, and Erection, Enlargement, or Alterations of School Buildings.	Printing, Postages, Advertising, and Other Charges.	Books, Apparatus, and Stationery.	Rent, Rates, Taxes, and Insurance.	Replacement of Furniture, & Repairs to Buildings and Furniture
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	6,997 3 2	590 1 5	3,601 16 10	78,158 9 2	17,769 19 7	713 3 1	3,728 11 6	3,196 5 8	4,883 15 4
Argyll	5,483 3 2	187 19 4	1,385 19 3	24,841 0 3	3,318 10 6	292 6 10	1,045 2 8	1,047 11 2	1,441 5 9
Ayr	5,082 8 6	532 6 7	2,502 4 1	52,118 8 1	9,339 7 5	383 19 1	2,366 13 4	1,340 6 2	4,250 8 2
Banff	1,563 8 1	104 18 10	729 4 3	18,217 6 1	1,814 8 11	146 13 6	780 12 8	610 12 5	757 18 3
Berwick	220 8 5	136 13 3	528 15 6	9,769 17 3	1,532 1 9	71 6 11	291 17 8	271 2 3	555 16 11
Bute	637 18 1	98 5 5	188 6 6	4,905 14 10	95 8 8	34 14 6	200 12 4	144 1 5	271 10 5
Caithness	1,733 4 11	125 16 9	529 6 3	10,757 12 10	1,339 14 1	106 4 10	405 13 9	451 7 8	481 4 2
Clackmannan	589 17 10	53 15 4	296 0 0	7,721 16 1	4,591 6 4	65 10 0	230 0 8	464 1 6	592 15 10
Dumbarton	2,290 2 1	330 8 5	1,148 9 0	24,080 8 8	5,982 3 0	294 17 6	1,421 15 9	1,082 9 1	1,708 12 5
Dumfries	2,515 1 0	247 3 1	1,139 10 8	21,840 14 8	1,667 1 11	219 14 9	690 7 9	652 8 4	1,288 3 5
Edinburgh	1,849 0 11	1,296 3 1	5,139 10 2	97,164 19 2	37,373 11 11	1,212 16 4	7,194 0 10	6,885 3 7	5,537 8 5
Elgin	354 15 11	106 6 1	575 8 5	12,620 3 4	2,030 13 1	140 4 8	540 0 2	617 16 4	863 15 6
Fife	5,439 5 7	480 4 11	2,235 8 4	50,407 10 10	17,657 11 2	408 2 4	2,194 1 9	2,369 6 8	3,892 0 2
Forfar	12,277 2 5	1,178 19 0	2,746 14 10	71,649 11 5	20,230 3 0	825 3 2	2,067 5 10	3,827 5 1	4,918 18 1
Haddington	1,254 3 11	155 3 9	600 3 9	10,938 2 10	1,968 0 0	91 1 5	226 9 0	368 16 7	516 3 7
Inverness	1,667 8 1	263 7 5	1,397 4 2	22,714 16 1	5,843 14 7	331 4 11	1,168 3 1	1,072 1 7	1,741 16 4
Kincardine	405 1 9	172 5 8	541 11 7	10,674 10 11	840 2 4	140 8 8	223 0 10	331 8 11	678 8 2
Kinross	100 17 0	26 10 1	93 6 6	1,557 8 8	....	11 13 7	20 5 1	53 18 10	128 18 1
Kirkcudbright	1,495 11 8	132 15 11	584 14 0	12,762 6 5	1,173 13 10	96 5 8	448 10 0	286 19 4	685 11 7
Lanark	10,676 18 0	3,798 5 9	13,447 0 2	234,471 8 11	107,099 4 6	3,775 0 6	13,582 2 6	14,854 5 1	16,679 0 6
Linlithgow	1,931 10 5	184 14 10	736 0 0	12,268 18 7	3,439 4 6	120 15 0	632 3 10	457 10 6	1,057 2 10
Nairn	550 1 0	31 18 0	187 16 1	2,068 16 4	121 13 6	20 1 8	83 17 7	60 14 3	101 10 7
Orkney	1,676 1 9	121 6 1	370 16 6	7,944 8 8	610 12 7	76 1 5	262 0 11	209 16 2	339 14 2
Peebles	488 15 1	45 0 4	193 7 10	4,399 0 11	108 11 10	16 10 2	89 2 6	67 0 4	188 1 9
Perth	3,766 1 9	561 11 9	1,781 5 11	34,572 18 0	4,991 15 8	519 14 2	1,864 16 2	1,295 7 1	2,595 9 11
Renfrew	4,494 2 10	435 6 9	2,026 19 1	51,991 5 6	16,434 6 6	668 14 5	2,541 10 10	4,225 11 11	3,807 6 6
Ross and Cromarty	1,399 12 10	226 10 5	1,370 16 5	21,277 14 7	5,964 4 4	277 8 5	996 7 5	895 5 1	1,692 0 11
Roxburgh	1,194 12 7	194 11 9	745 15 6	14,592 15 8	477 17 4	115 19 1	561 7 4	375 5 7	805 12 6
Selkirk	297 15 2	96 1 8	342 13 8	6,619 4 1	6,227 0 9	62 14 6	427 19 6	321 19 8	338 17 6
Shetland	806 17 9	39 2 1	408 12 6	5,920 2 6	296 11 0	86 13 8	304 12 10	226 11 9	390 13 8
Stirling	1,295 19 7	420 8 6	1,025 6 4	29,783 0 8	11,932 9 5	347 13 11	2,484 6 6	1,921 1 0	2,857 2 6
Sutherland	809 11 9	76 15 9	250 8 0	6,721 16 8	1,775 4 5	65 10 1	197 15 10	170 18 7	363 0 6
Wigtown	1,064 12 0	66 17 4	466 7 6	10,122 15 9	105 18 9	81 12 7	284 10 6	342 15 2	408 5 8
Total	84,886 14 3	12,569 15 3	50,961 19 1	975,684 17 0	293,541 7 5	10,664 6 2	30,899 0 5	40,455 9 1	57,691 3 3

EXPENDITURE, and LIABILITIES of SCHOOL BOARDS for the Year

Total Amount in each County.

EXPENDITURE.

Fuel, Light and Cleaning.	Contributions to School Boards under Sec. 42.	Interest on Loans.	Repayment of Loans.	Legal Expenses, and Expenses of Prosecutions.	Expenditure for Technical Education under Local Taxation (Customs and Excise) Act, 1890.	Expenditure for Secondary Education under Education and Local Taxation Account (Scotland) Act, 1892.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ d.
5,959 9 7	571 19 1	2,732 16 5	3,025 14 5	259 6 8	21 14 2	136 0 0	3,137 16 2	147,424 0 3	3,156 17 5	284,729 15 9
1,423 1 5	174 4 10	2,005 0 3	2,090 7 2	48 4 4	771 10 11	949 14 4	512 1 11	47,017 3 4	2,132 6 10	62,372 18 2
3,324 13 0	181 17 10	5,199 14 6	6,075 2 2	121 4 9	784 18 10	1,135 6 8	1,744 14 8	96,544 13 4	4,376 1 6	150,684 3 5
1,039 2 5	60 9 10	1,539 2 0	1,397 8 5	62 12 9	27 11 6	...	303 3 4	29,154 12 3	2,212 15 9	44,527 18 8
630 6 0	...	767 9 6	776 0 6	19 9 10	24 0 0	...	84 17 6	15,668 3 3	1,213 17 3	21,243 4 10
268 19 5	32 18 7	367 18 5	472 18 7	3 10 0	...	...	112 9 10	7,865 7 0	1,110 5 10	10,191 3 5
531 9 6	45 2 6	1,289 2 7	1,077 19 2	50 5 11	...	476 1 3	338 17 1	19,797 3 6	1,328 7 5	38,305 3 3
641 7 10	...	821 7 2	924 5 2	51 12 0	56 1 6	123 16 4	149 8 8	17,873 2 3	3,614 19 11	27,278 1 3
2,223 0 1	388 12 1	3,460 10 10	3,443 3 7	89 19 3	42 0 0	1,168 15 5	458 11 0	49,584 16 2	5,485 14 5	104,336 3 11
1,208 0 0	13 1 3	1,351 1 5	2,148 10 11	77 13 0	122 18 4	...	787 11 1	35,477 19 7	680 14 6	38,932 15 8
9,733 13 7	286 13 11	15,484 7 7	17,562 14 7	322 19 8	874 0 1	...	3,923 11 6	211,770 15 4	14,937 18 6	457,178 16 8
907 2 1	350 6 11	1,404 13 2	1,423 19 2	11 0 11	91 1 10	...	414 19 11	22,461 16 6	1,114 6 2	41,197 18 0
3,937 5 8	181 3 8	5,272 3 8	5,467 3 6	159 18 3	7 18 3	47 5 0	1,376 10 1	101,543 4 10	5,231 14 5	161,636 5 5
5,743 0 10	137 11 9	9,469 0 1	8,786 2 8	121 2 10	126 13 6	369 0 7	2,249 2 1	147,762 17 2	5,459 4 6	279,033 3 1
685 16 10	110 11 2	1,250 10 4	1,226 16 5	51 4 1	...	...	229 6 2	19,672 9 10	959 1 7	35,897 16 8
963 12 5	72 10 1	2,074 13 2	1,985 5 4	266 7 1	4 7 0	313 18 4	614 10 8	42,265 0 0	4,165 2 6	61,820 19 2
611 4 9	240 7 8	1,168 15 9	1,029 19 10	8 12 2	295 3 2	120 19 11	393 0 10	17,975 2 11	913 14 6	33,045 14 4
77 7 4	14 5 8	49 16 7	80 5 2	...	...	...	22 15 5	2,237 6 2	49 16 6	1,572 17 1
654 4 6	170 17 3	631 16 9	1,141 1 4	29 17 0	23 3 6	30 0 0	168 5 0	20,517 13 9	729 18 9	18,938 0 6
20,574 16 9	749 4 2	47,696 18 6	40,414 19 10	1,041 17 4	633 16 2	8,996 2 7	6,875 5 6	534,356 12 9	22,912 18 11	1,358,419 6 1
1,042 0 5	156 19 11	1,027 15 3	1,463 7 5	16 19 4	145 13 5	418 16 6	501 9 7	25,571 2 4	229 4 11	32,934 13 7
302 18 2	...	286 6 0	209 5 4	6 9 0	10 0 0	...	138 2 10	4,698 10 4	13 9 2	8,606 11 7
468 10 0	7 10 0	355 0 10	245 0 2	10 2 3	...	...	212 12 8	13,442 12 2	664 17 2	11,963 11 6
239 12 8	47 18 4	220 14 5	488 3 5	2 2 0	...	...	130 3 10	6,684 5 1	304 16 9	5,964 17 10
2,299 3 3	409 18 9	3,017 8 10	3,006 8 8	77 5 10	1,792 12 4	392 11 7	2,068 12 7	64,091 17 3	3,094 17 2	91,451 1 5
4,614 12 1	506 13 9	7,997 15 3	6,319 5 6	232 6 5	278 5 9	1,725 15 8	2,716 18 10	111,768 17 10	6,568 6 4	238,914 14 9
839 1 4	19 17 3	1,740 17 6	1,388 6 7	208 18 0	241 1 2	202 5 1	676 8 3	38,755 11 7	2,586 15 7	52,948 6 0
1,073 8 0	91 11 10	1,241 6 1	1,551 1 5	39 8 6	...	...	240 19 11	23,310 1 8	1,729 15 5	34,603 17 9
491 6 4	56 17 6	832 1 2	1,433 14 8	111 19 5	83 18 0	...	371 15 11	18,715 19 1	182 11 6	25,113 9 3
227 17 0	7 12 11	490 10 6	291 1 3	21 5 6	...	...	54 12 9	9,668 15 2	364 15 0	14,280 5 4
2,571 0 0	118 8 7	4,061 2 9	4,705 1 10	189 1 6	...	...	1,443 3 3	66,770 3 1	3,456 4 8	127,258 3 2
259 2 5	18 3 10	649 8 2	391 8 3	18 14 10	...	33 0 0	169 9 5	12,041 16 4	654 16 2	19,113 17 3
509 15 5	35 0 0	715 8 11	661 5 3	30 9 4	...	...	260 10 3	15,652 1 5	340 15 6	20,789 13 2
75,976 1 1	5,258 15 11	133,672 13 10	127,703 7 8	3,761 19 9	6,458 9 5	16,639 10 3	32,882 3 6	1,998,141 13 6	101,977 2 6	3,915,285 8 1

IV. GENERAL ABSTRACT of Statements of Income and Expenditure of

INCOME.

SCHOOL BOARDS.	Balance on 15th May 1895.	Contributions payable from Common Good of Burghs or other Funds under Section 46	General Endowments		Endowments specially destined	
			(a) Inalienable from the School or from Education.	(b) Alienable from the School and also from Education.	(a) Inalienable from the School or from Education	(b) Alienable from the School and also from Education
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen	5,428 10 6	504 4 2	...	...	...	164 0 9
2. Arbroath	571 9 9	75 0 0	...	...	257 11 4	...
3. Ayr	130 1 6	97 1 8	...	...	2 18 3	...
4. Dumfries	81 0 11	140 0 0	120 13 8	...	...	...
5. Dunfermline	...	130 10 8	...	...	...	109 0 0
6. Edinburgh	...	850 19 5	...	...	...	...
7. Elgin	186 7 6	133 18 3	...	...	26 17 5	...
8. Falkirk	...	...	125 0 0	...	...	...
9. Forfar	...	200 0 0	...	...	157 9 7	...
10. Galashiels	115 11 4	...	...	...	...	...
11. Glasgow	1,198 12 0	570 0 0	...	...	...	...
12. Greenock	912 17 0	145 0 0	...	...	45 16 11	...
13. Haddington	...	43 15 4	...	...	...	...
14. Hamilton	...	11 2 4	...	...	...	42 8 4
15. Irvine	213 16 3	115 0 0	...	...	...	...
16. Kilmarnock	219 1 1	114 0 0	...	...	149 12 8	...
17. Kirkcudbright	...	225 4 11	...	...	150 0 0	...
18. Lanark	...	...	...	...	...	...
19. Montrose	...	180 0 0	...	74 5 0	...	...
20. North Berwick	...	...	...	...	...	...
21. Paisley	288 19 6	60 0 0	...	...	...	110 11 9
22. Peebles	...	100 0 0	...	...	...	...
23. Perth	...	277 10 7	94 12 4	68 8 5	...	...
24. Stirling	...	231 4 8	178 19 10	3 16 10	167 10 6	...
Total	7,344 11 10	14,212 18 0	525 5 10	145 10 5	957 14 9	417 0 1
Deduct balances in hand on 15th May 1896	...	...	...	...	...	...
Net Income	...	...	...	...	...	...

Higher Class Public Schools for the Year ended the 15th May 1893.

INCOME.

	School Fees and Books sold	Grants from Committees for Secondary Education under Education and Local Taxation Accounts (Scotland) Act 1892.	Payments out of the School Fund.	Loans raised.	Interest on Bank Account.	Income arising from other sources.	Total Receipts.	Balance (overdrawn) on 15th May 1894.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	4,247 7 11	2,000 0 0	1,731 14 2	...	...	192 11 5	12,268 7 8	547 8 0
2.	823 13 8	300 0 0	53 2 6	...	2 5 9	1 1 0	2,084 4 0	...
3.	2,937 13 7	...	515 3 10	...	7 1 1	199 4 7	3,889 9 6	164 13 4
4.	1,334 6 0	...	340 0 0	...	...	54 6 0	2,076 6 7	...
5.	488 6 6	...	...	...	...	8 12 6	727 15 8	691 8 4
6.	2,715 13 1	1,000 0 0	1,049 17 8	...	...	10 0 0	5,626 10 2	...
7.	835 8 4	...	445 11 6	...	...	...	1,625 3 0	56 19 0
8.	539 1 0	300 0 0	236 6 1	...	...	86 12 6	1,286 19 7	612 6 5
9.	314 6 0	300 0 0	65 13 5	...	...	18 4 0	1,035 13 0	...
10.	264 7 6	437 12 7	51 8 7	...	...	...	869 0 0	...
11.	4,940 1 1	3,600 0 0	2,970 6 7	...	...	193 12 0	13,473 11 8	...
12.	2,085 5 0	550 0 0	934 5 4	...	...	...	4,673 1 3	...
13.	742 9 3	...	220 11 7	...	...	85 0 0	1,091 16 2	...
14.	993 12 0	432 17 0	327 5 3	...	...	*427 8 10	2,234 13 9	328 19 2
15.	730 17 4	...	91 3 6	...	...	45 17 0	1,196 14 1	212 16 7
16.	462 16 0	...	60 8 3	...	...	...	1,005 17 7	...
17.	229 9 6	309 0 0	25 4 10	500 0 0	...	...	1,446 19 3	...
18.	58 14 6	...	107 0 7	...	...	...	165 15 1	94 18 4
19.	1,326 3 2	299 16 3	49 9 0	...	0 4 3	†350 12 1	2,279 9 9	384 15 7
20.	17 1 9	...	...	...	...	...	17 1 9	67 14 3
21.	1,326 0 7	1,500 0 0	606 15 5	...	27 4 6	55 15 0	3,975 6 9	...
22.	162 9 6	232 10 6	50 0 0	...	...	...	545 0 0	...
23.	1,321 6 1	200 0 0	716 16 8	500 0 0	1 9 10	530 0 11	3,708 4 10	388 3 10
24.	1,352 3 3	300 0 0	434 2 0	...	...	391 1 11	3,058 18 6	941 14 10
	30,248 12 7	11,761 16 4	11,082 6 9	1,000 0 0	38 5 5	2,649 19 9	70,361 19 7	4,491 8 8
	...	...	...	...	...	...	7,344 11 10	...
	...	...	...	...	...	...	63,017 7 9	...

* Mineral rents, £271, 10s. 11d.
† From Morgan Trust, £137, 9s. 7d.

IV.—GENERAL ABSTRACT of Statements of Income, Expenditure, and

EXPENDITURE.

SCHOOL BOARDS.	Balance on 15th May 1893.	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus, and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture and Repairs to Buildings and Furniture.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Aberdeen	...	6,121 1 6	4,989 8 3	324 9 11	484 7 2	422 9 8
2. Arbroath	...	1,491 10 2	...	8 14 8	67 7 7	14 8 1
3. Ayr	...	3,574 17 2	...	6 1 6	102 15 8	18 11 2
4. Dumfries	...	1,609 4 5	...	28 12 1	59 0 5	26 15 4
5. Dunfermline	165 7 2	1,085 7 6	...	32 19 2	86 2 6	22 17 8
6. Edinburgh	370 9 6	8,526 10 10	...	117 5 11	165 7 7	221 17 1
7. Elgin	...	1,159 13 1	...	46 10 11	61 10 3	17 0 11
8. Falkirk	224 0 1	1,229 18 3	...	49 19 7	158 15 3	119 19 1
9. Forfar	77 1 7	767 1 2	...	15 2 11	30 0 0	17 18 2
10. Galashiels	...	481 3 10	...	11 13 6	23 0 0	...
11. Glasgow	...	7,109 16 5	...	136 2 4	321 14 8	444 3 1
12. Greenock	...	1,999 8 8	...	86 8 10	137 13 4	210 7 9
13. Haddington	41 0 2	626 18 11	...	26 5 10	62 0 4	60 10 2
14. Hamilton	863 14 9	1,207 2 7	...	44 0 10	51 19 7	173 18 11
15. Irvine	...	1,132 8 10	...	68 10 7	13 5 4	88 9 3
16. Kirkcaldy	...	870 16 2	...	9 8 7	37 8 10	3 0 5
17. Kircudbright	...	703 15 0	525 4 10	7 5 6	26 8 2	18 11 2
18. Linlithgow	...	89 3 4	54 17 1	32 16 0	6 7 5	...
19. Montrose	576 5 8	1,407 10 4	...	61 8 4	90 5 11	48 2 2
20. North Berwick	...	46 19 7	...	3 5 7	7 6 5	9 15 4
21. Paisley	...	1,691 16 10	...	47 4 0	107 6 0	25 12 3
22. Peebles	13 19 8	262 9 6	...	2 14 0	2 14 6	15 9 9
23. Perth	468 18 10	2,645 7 1	110 9 4	134 0 1	140 2 11	179 16 7
24. Stirling	880 19 5	2,436 1 0	7 0 0	26 15 2	174 16 8	126 7 11
Total	3,661 16 10	43,687 17 4	4,986 19 8	1,354 14 10	2,406 16 11	2,291 1 11
Deduct balances overdrawn on 15th May 1893	...	...	...	...	...	...
Net Expenditure	...	...	...	...	...	...

LIABILITIES of HIGHER CLASS PUBLIC SCHOOLS for the Year ended the 15th May 1894.

EXPENDITURE.

	Interest on Loans.	Repayment of Loans.	Rent, Rates, Taxes, and Insurance.	Expenses Incident to Annual Examination.	Printing, Postages, Advertising, &c.	Other Expenses.	Total Expenditure.	Balance in hand on 15th May 1894.	Liabilities on 15th May 1894.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1.	439 13 2	316 15 9	165 5 3	...	109 9 2	232 15 10	12,815 15 8	...	14,517 5 0
2.	...	...	22 8 5	1 15 0	4 16 4	10 10 0	1,621 10 4	462 13 8	462 13 8
3.	213 7 6	213 15 0	45 14 7	13 14 8	39 4 0	26 1 6	4,054 2 10	...	5,849 13 4
4.	...	...	22 10 6	...	13 15 0	3 17 1	1,758 14 10	317 11 9	...
5.	...	...	9 19 5	...	9 2 1	57 8 6	1,419 4 0	...	691 8 4
6.	103 19 5	162 1 11	201 2 4	...	90 3 1	657 12 6	5,626 10 2	...	3,513 8 0
7.	139 9 10	92 0 2	73 11 7	...	15 7 10	76 17 5	1,682 2 0	...	3,920 8 0
8.	...	...	35 6 0	...	28 12 3	52 15 1	1,899 6 0	...	612 6 5
9.	...	...	7 10 10	...	1 19 6	11 6 4	918 0 6	117 12 6	...
10.	...	...	26 11 5	...	1 4 2	0 18 7	544 10 6	324 9 6	...
11.	1,190 19 0	880 0 0	292 0 10	16 3 6	122 9 4	73 9 3	10,636 18 5	2,836 13 3	32,060 0 0
12.	186 18 0	75 3 10	103 13 11	...	59 12 9	399 16 2	3,249 0 3	1,424 1 0	4,322 8 11
13.	92 1 1	46 19 11	35 16 4	...	19 3 0	19 10 2	1,091 3 11	0 12 3	2,426 18 7
14.	31 4 2	33 6 8	40 7 10	...	18 17 5	98 11 2	2,563 3 11	...	1,245 3 6
15.	9 2 7	...	7 19 4	...	13 6 6	81 8 3	1,409 10 8	...	447 16 7
16.	...	...	19 18 11	...	...	0 1 2	940 14 1	65 3 6	...
17.	...	...	6 10 0	...	9 2 7	53 9 6	1,350 6 9	96 12 6	491 13 4
18.	...	...	0 2 3	...	19 14 11	7 12 5	260 13 5	...	94 18 4
19.	19 9 0	20 0 0	37 17 8	...	40 6 10	353 19 5	2,664 5 4	...	844 15 7
20.	...	...	6 0 0	...	3 4 7	8 4 6	84 16 0	...	67 14 3
21.	174 6 3	82 10 9	60 13 7	16 15 2	12 7 5	102 0 0	2,320 12 3	1,654 14 6	4,897 15 3
22.	1 0 2	...	1 8 3	...	...	...	300 15 10	244 4 2	...
23.	99 5 1	157 19 3	70 18 9	5 5 0	26 1 6	68 4 3	4,096 8 8	...	3,587 0 4
24.	99 17 6	88 1 4	47 1 2	4 9 10	58 8 3	58 15 1	4,000 13 4	...	3,729 1 1
	2,300 12 9	2,168 14 7	1,340 9 2	58 3 2	716 8 6	2,455 4 2	67,308 19 8	7,544 8 7	83,782 8 6
	...	...	...	...	...	...	3,661 16 10	...	...
	...	...	...	...	...	...	63,647 2 10	...	...

V. LIST OF PAYMENTS by Town Councils from Common Good of Burghs, or other Funds, under Section 45.

1st, To Public Schools.		*2nd, To Higher Class Schools.*	
Annan	£119 0 0	Aberdeen	£504 4 2
Anstruther-Easter	10 0 0	Arbroath	75 0 0
Banff	110 0 0	Ayr	87 1 8
Brechin	30 0 0	Dumfries	140 0 0
Burntisland	39 3 6	Dunfermline	130 16 8
Campbeltown	20 0 0	Edinburgh	850 19 6
Culross	23 10 8	Elgin	133 18 6
Dumbarton	100 0 0	Forfar	200 0 0
Dunbar	80 0 0	Glasgow	570 0 0
Dysart	50 0 0	Greenock	145 0 0
Forres	110 0 0	Haddington	43 15 4
Lanark	40 0 0	Hamilton	11 2 4
Musselburgh	51 10 0	Irvine	115 0 0
Pittenweem	25 0 0	Kirkcaldy	114 0 0
Port-Glasgow	35 0 0	Kirkcudbright	236 4 11
Renfrew	223 11 0	Montrose	180 0 0
Rutherglen	40 0 0	Paisley	60 0 0
Selkirk	40 0 0	Peebles	100 0 0
		Perth	277 10 7
Total	£1,156 15 2	Stirling	231 4 8
		Total	£4,212 18 0

VI. AMOUNT OF EXPENSES incident to the SIXTH, SEVENTH, and EIGHTH ELECTIONS of SCHOOL BOARDS in the Principal Towns.

	Sixth Election	Seventh Election	Eighth Election
Glasgow	*[illegible]	[illegible]	2,271 14 2
Edinburgh	1,077 10 11	1,901 12 0	726 10 0
Dundee	636 11 6	655 18 2	601 15 8
Aberdeen	432 5 7	*116 6 2	448 14 5
Greenock	[illegible]	[illegible]	*72 13 9
Leith	[illegible]	[illegible]	[illegible]
Paisley	[illegible]	[illegible]	[illegible]
Perth	[illegible]	[illegible]	[illegible]

* Uncontested elections.

VII. ABSTRACT OF EXPENSES incident to the SIXTH, SEVENTH, and EIGHTH ELECTIONS of SCHOOL BOARDS, showing the amount in each County.

COUNTY.	No. of Boards.	Amount of Expenses.			Population.		Average Cost per Head.		
		6th Election.	7th Election.	8th Election.	6th Election, Census 1881.	7th & 8th Elections, Census 1891.	6th Election.	7th Election.	8th Election.
		£ s. d.	£ s. d.	£ s. d.			d.	d.	d.
Aberdeen	92	1,121 9 3	754 11 3	1,063 1 4	267,990	284,036	1	1/2	1 1/2
Argyll	45	549 14 11	496 2 0	426 14 7	76,468	74,998	1 3/4	1 1/2	1 1/2
Ayr	51	531 18 8	826 8 6	701 18 10	217,519	225,307	1/2	1/2	1/2
Banff	25	186 17 11	135 14 0	199 16 0	62,736	61,980	1/2	1/2	1/2
Berwick	32	141 9 8	159 6 8	151 16 1	35,392	32,604	1 1/2	1 1/2	1 1/2
Bute	6	60 18 9	72 7 3	98 5 5	17,657	18,404	1/2	1 1/2	1 1/2
Caithness	12	149 17 3	159 10 0	166 8 2	38,865	37,177	1 1/2	1	1 1/2
Clackmannan	6	61 11 4	37 13 9	102 13 0	25,680	33,030	1/2	1/2	1/2
Dumbarton	14	393 11 7	201 14 4	342 8 10	75,333	98,092	1 1/2	1/2	1/2
Dumfries	45	399 6 11	297 14 2	304 3 0	76,140	74,245	1 1/2	1 1/2	1
Edinburgh	34	1,596 13 4	1,594 5 6	1,339 8 0	389,164	433,592	1	1/2	1/2
Elgin	21	218 19 1	174 11 9	178 4 4	43,788	43,175	1 1/2	1 1/2	1
Fife	70	527 15 10	566 16 10	654 4 2	171,931	190,365	1/2	1/2	1/2
Forfar	60	1,081 12 9	1,121 16 0	1,194 2 2	266,360	277,735	1	1	1
Haddington	26	169 18 9	175 13 8	172 18 0	38,502	37,377	1	1 1/2	1 1/2
Inverness	35	345 17 4	370 18 5	415 4 0	90,454	89,847	1 1/2	1 1/2	1 1/2
Kincardine	19	130 13 7	146 9 11	177 17 11	34,464	35,492	1 1/2	1 1/2	1 1/2
Kinross	5	27 13 6	31 12 9	31 2 1	6,697	6,373	1	1 1/2	1 1/2
Kirkcudbright	30	243 14 1	181 12 8	159 10 6	42,127	40,167	1 1/2	1 1/2	1 1/2
Lanark	49	1,950 5 7	3,731 13 3	4,064 12 7	904,412	1,091,644	1/2	1/2	1/2
Linlithgow	14	177 6 2	150 18 2	191 13 10	43,510	53,532	1	1/2	1/2
Nairn	6	47 5 1	38 17 10	31 16 0	10,455	8,516	1 1/2	1 1/2	1 1/2
Orkney	19	135 3 0	106 3 0	135 16 2	32,044	30,453	1	1/2	1
Peebles	14	59 6 2	73 12 10	88 14 4	13,822	14,722	1	1 1/2	1 1/2
Perth	80	742 1 4	653 1 3	705 18 2	129,007	123,008	1 1/2	1 1/2	1 1/2
Renfrew	23	1,067 7 0	922 18 4	674 17 0	263,374	246,146	1	1/2	1/2
Ross and Cromarty	35	300 10 5	274 0 10	303 15 11	78,547	78,727	1/4	1/2	1/4
Roxburgh	33	293 8 7	168 14 5	280 12 7	53,442	53,186	1 1/2	1/2	1 1/2
Selkirk	9	90 3 10	119 5 5	106 13 0	25,564	27,700	1/2	1 1/2	1/2
Shetland	12	66 8 4	84 17 7	67 0 3	29,705	28,711	1/2	1/2	1/2
Stirling	26	423 6 10	414 2 2	478 1 1	112,443	117,530	1/2	1/2	1
Sutherland	13	89 1 9	83 18 1	100 9 5	23,370	21,896	1/2	1/2	1 1/2
Wigtown	18	140 3 9	122 9 0	136 12 11	38,611	35,880	1/2	1/2	1/2
Total	979	13,521 12 4	14,449 12 7	15,246 9 8	3,735,573	4,025,647	1/2	1/2	1/2

Note.—The seventh Election took place on the populations of the Counties as they stood previous to the changes caused by the Boundary Commissioners.

EDINBURGH: PRINTED BY NEILL AND COMPANY
FOR HER MAJESTY'S STATIONERY OFFICE.

SECONDARY EDUCATION (SCOTLAND).

REPORT FOR THE YEAR 1895,

BY

HENRY CRAIK, Esq., C.B.,

ON THE

INSPECTION OF HIGHER CLASS SCHOOLS, AND THE EXAMINATION FOR LEAVING CERTIFICATES.

Presented to Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

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1895.

[C.—7886.]

REPORT *for the year* 1895 *by* HENRY CRAIK, ESQ., C.B., on the Inspection of HIGHER CLASS SCHOOLS AND THE EXAMINATION FOR LEAVING CERTIFICATES.

MY LORDS, August 1895.

I HAVE the honour to submit to your Lordships my fourth special report upon the Inspection of Higher Schools, and upon the Leaving Certificate Examination.

Owing to the passing of the Education and Local Taxation Account (Scotland) Act, 1892, funds are now available for the purposes of this inspection and examination, under section 2 (1) (*a*) of that Act, and it has thus far been possible, in all ordinary cases, to relieve the schools (except those under private management), and the candidates at the Leaving Certificate Examination, from the fees formerly exacted.

INSPECTION.

The higher schools inspected, under your Lordships' authority, are 73 in number, of which 30 are higher class public schools under the management of school boards, 24 are endowed schools, and the remainder are schools under private management—whether that of a governing body or a proprietor.

The method pursued in regard to the reports upon the various schools is the same as that followed in previous years; and, on the whole, the results of the inspection continue to be satisfactory. The inspection of higher schools has undoubtedly put an end to much that was faulty in organisation and defective in method. The attention of school authorities has by its means been directed to cases which called imperatively for reform, and it has shown the difference between sound and specious work. The Inspectors have been encouraged to confer with the local authorities as to methods of instruction, to point out weaknesses, to show how defects might be removed, and to indicate the direction in which the curriculum might be most effectively developed. We have abundant evidence that such conferences have proved useful to managers and teachers, and the Inspectors have by means of them acquired new insight into the methods and aims of the schools.

Without giving any opinion as to the results of the grant for secondary education, as distributed under the schemes drawn up by the burgh and county committees, it is satisfactory to report additional cases in which, by means of this grant, the staff has been materially increased, the curriculum extended, and the educational opportunities made available for a wider circle of pupils.

While the reports show that, on the whole, there is improvement, it is only natural that in particular schools the efficiency varies from year to year. Sometimes this is due to temporary causes. Or it may happen that, after two or three visits to a school, an Inspector becomes aware of weak points that might at first not fully appear, and what is faulty in a school is apt to become more marked if very decided measures have not been taken to remove it. But, on the whole, the cases, of which instances were to be found in the earlier years of inspection,

where a school had become thoroughly inefficient by defects in methods or by unwillingness to deal courageously with a system which required radical reform, have practically disappeared. The annual inspection has applied a stimulating criticism to all the schools, has given rise to a healthy public opinion in regard to them, and has, in combination with the Leaving Certificate Examination, made it almost impossible for a school to maintain its place if it fails to keep in touch with the general advance in efficiency.

While the inspection aims at encouraging good work, it is no part of its object to make that work follow uniform lines. On the contrary, if a school does sound work, it is better that the local authorities, under the influence, as they must necessarily be, of local opinion, should regulate its internal economy and should feel themselves free to vary the curriculum according to local needs. An occasional hint or suggestion has all the more effect if such hints are not too common and are given only when their timeliness is indubitable. Experience is the best guide in regard to this, and its necessity has been kept in view in the selection of Inspectors. Our chief aim is to obtain the services of those who, without being exclusively attached to special methods, have had experience in scholastic affairs, whose qualifications as to knowledge are well established, and who have the tact necessary to pronounce a candid judgment on a school without unduly trenching on the functions and responsibilities of managers and teachers. For this purpose it has been thought best not to employ a small fixed staff, but to make selections from a larger number of men of proved qualifications, and, while providing for a certain continuity of judgment by allowing the same person to visit a school several times, yet to provide for criticism from a fresh eye by altering the Inspector, in the case of each school, from time to time.

On the other hand, no restraint is placed upon the Inspectors in the exercise of a bold and even a condemnatory criticism. Such cases are now comparatively rare, and it is so far satisfactory to know that, as a rule, when a school has been adversely criticised in regard to one part of its curriculum by the Inspector entrusted to report upon that branch, his verdict has been confirmed by a similar criticism upon a different part of the curriculum by a different Inspector. This proves that deficiency is, in most cases, due not to a casual failure in one subject, but rather to a general weakness throughout the school.

There are certain defects to which it may be well once more to call special attention, as they can be remedied only by an improved public opinion. The premises of these higher schools do not in all cases compare favourably with those of the elementary schools, improved as these have been of recent years. Undue economy often leads to an insufficient staff; and it cannot be too clearly understood that a staff which in point of numbers was adequate to requirements in the past cannot be expected to cope with the variety and scope of a curriculum widened to meet the needs of the present day. When, on the other hand, ample and liberal provision has been made, it is discouraging to find such efforts rendered useless by the habit of removing scholars at an unduly early age. More than once I have had to allude to the injury inflicted upon certain schools by irregular attendance, and in some cases by the habit of allowing scholars to begin the summer holiday before the close of the school session. This habit continues to be a cause of great detriment to several schools. The Legislature has made school attendance compulsory for all. In the case of the poorer classes this is enforced by prosecution. It is difficult to maintain that a rich parent, who for reasons of personal or domestic convenience removes

his child from school before the work of the school is completed, to the injury of the boy himself, and to the disturbance of the whole school work, is less guilty of failure to fulfil his obligations to his son and to society, than the parent who, under the pressure frequently of poverty and hardship, is obliged to answer the charge of defaulting before a court of law. The system of day schools has in Scotland found more favour with the well-to-do than it has in England. Whatever opinion may be held on that system as compared with that of boarding schools, which is preferred in England, it is beyond a doubt that the weak point of the day school system is its liability to be subject to private domestic arrangements, and that if it is to have a fair chance, it can only be by each parent feeling that he has a duty to his son and to the school, and that nothing but gross selfishness and carelessness can permit him to set that duty aside for the sake of personal convenience. It is difficult for school managers to check this practice as severely as it ought to be checked, and it is necessary to say that in no instance does it require to be checked so imperatively as in the wealthier quarters of some of the large cities, where there is perhaps least of all an excuse for it.

Another hindrance to efficiency is referred to by some Inspectors with increasing urgency. It is found that scholars who come to the secondary schools from the State-aided schools are not always fitted by previous education to take their places in the same class with those who have had the advantage of being trained with a view to higher education. Their presence in these higher schools ought certainly to be encouraged in every way. The funds now available may afford opportunities for sending such children to the higher schools at an earlier age. But in any case the managers of the higher schools will find it to their advantage to make some provision for giving them special training when they are first drafted into the school. As a rule, such children are of good capacity, and come to the school with earnest purpose of profiting by it, and it is probable that a comparatively short period in a preparatory class will enable them to take their places, with mutual advantage, side by side with the scholars who have been in the secondary school from an earlier age.

Complaints have been made that the county committees have in some cases distributed the secondary education grant too widely, and have not kept sufficiently in view the concentration of higher education in central schools, for the benefit of which it is sometimes maintained that the grant was primarily intended. Experience alone can show whether this tendency has been carried too far, and doubtless the committees will be prepared to modify their schemes in the light of such experience. While concentration contributes both to economy and to efficiency, it must not be forgotten that such higher education as is given in the State-aided schools is all that is open to a large number of the children, and that the inclusion of some such education in the curriculum is a traditional feature of Scottish schools. Nor can it fairly be asserted, in view of the very creditable appearance made by the State-aided schools under the searching test of the Leaving Certificate Examination, that these schools have failed to show that they can successfully overtake a fair amount of secondary education.

Leaving Certificate Examination.

The number of candidates presented for examination was 13,173, and the number of separate papers worked by them was 39,966. Of these 19,338 papers represented 5,000 candidates from 68 higher class schools,

and the remainder (20,628 papers worked by 8,173 candidates) were taken by pupils from 202 higher departments of State-aided schools and by pupil-teachers.

The examination began on the 17th of June and continued till the 25th of June. The papers worked were sent up day by day to the Department and distributed amongst the revisers. The work of revising nearly 40,000 papers, deciding doubtful cases, tabulating the results, and carefully verifying the whole, is a very large one; but I am glad to say that the results were known and ready for communication to the schools on the 17th of July. This will be admitted to be the very smallest time within which such a work could possibly be completed, and I must again bear tribute to the unflagging zeal and industry of the staff employed which enabled me to attain this result.

The work of issuing the certificates (about 17,300 in number) has now been completed.

I may again describe the method followed in the examination, which is as follows:—The general supervision, the settlement of the standard of marking, the revision of the work of the examiners, and the decision in regard to doubtful cases, is carried on for each subject, by one principal examiner, who, acting in conference with myself, is also responsible for drawing up the papers. For this work we have generally had the assistance, in each subject, of a professor in a Scottish University. I subsequently receive a report from each person who has taken part in the revision; and from these reports, and my own observation of the papers, many of which come before me personally, I am able to form a fairly accurate estimate of the general standard of work in the schools. Arrangements are made with the view of maintaining a correspondence between this examination and the standard of the Joint Examining Board of the Scottish Universities, who are empowered to accept the Leaving Certificates as a substitute for an entrance examination.

The greatest care is taken to secure the integrity of the examination by the appointment of a supervising officer for each place of examination, nominated by, and responsible to, the Department. That officer distributes the papers, for the custody of which he is responsible, and he is present throughout the whole of each examination. I regret to say that, in spite of these precautions, I have again to record several instances of indubitable copying. Although, of course, all benefit of the examination was refused to the candidates guilty of copying, this is not an adequate penalty for such an offence, which brings discredit not only on the candidates themselves, but on their school. I must again call the attention of school managers and teachers to the necessity of doing all in their power to mark their sense of such conduct.

Passing to the results of the examination, there has been a reduction in the number of passes obtained, when all the subjects are reckoned. This result is not surprising, when the large increase in the number of candidates is borne in mind; and although it has been our object not only to maintain, but as far as possible to raise, the standard of the examination, the increased proportion of those who failed to satisfy the examiners is not due to any marked or undue raising of the standard this year. It is impossible to resist the conclusion, which is confirmed by the reports received from several of the revisers, that candidates are often sent in who have not reached anything like the required standard, and that some school managers and teachers have scarcely realised what that standard is. The decreased per-centage of passes does not apply to all subjects alike. In English there has been a considerable decrease in

the per-centage of passes, the presentations being 8,704, in place of 6,428 last year. In German, with no very material increase in presentations, there has been an increase in the per-centage of passes. In French, with 33 per cent. of increase in presentations, the per-centage of passes has fallen off by 17. The presentations in Greek increased from 768 to 865: while the per-centage of passes has fallen from 65 to 54. In Latin, on the other hand, with an increased presentation, the per-centage of passes has risen from 48 to 56.

It is interesting to compare the results in each subject in the higher class schools and in the State-aided schools respectively. As might be expected, the presentations in English and Arithmetic are most numerous in the State-aided schools, and the pupils in these schools make a fair per-centage of passes; in English 42, as compared with 60 in the higher schools, and in Arithmetic 54, as compared with 57. In Latin and Greek the numbers presented from the State-aided schools (563 and 168) are much smaller than those presented from the higher schools (1,227 and 697), and the per-centage of passes is also smaller (40 and 46 per cent., as compared with 63 and 55). In Mathematics the results present a similar scale of comparison; 1,481 candidates from the State-aided schools making 51 per cent. of passes, while 2,144 candidates from the higher schools make 61 per cent. But in French and German the case is different. 2,132 candidates were presented in French from the State-aided schools, against 2,095 from the higher schools, and the per-centage of passes was 53 and 60 per cent. respectively; while in German 788 candidates from the State-aided schools made 75 per cent. of passes, against 69 per cent. made by 1,181 candidates from the higher schools.

In regard to the work generally, it may fairly be said, comparing the reports received from all those who have taken part in the revision, that there are some features of improvement accompanying the very large increase in the number of candidates. The examination evidently commends itself to school authorities and teachers in Scotland, as is proved by the fact that all the higher class schools in Scotland, with a very small number of exceptions, present candidates for the certificate. In these circumstances it is only natural that the candidates should continue to rise to the standard, and that their industry should be stimulated by the desire to gain what is an object of ambition. I am glad to say that the hints which have been given as to defects in previous years have evidently received attention, and that general improvement is visible in what were formerly weak points.

I have again to repeat what has a very important practical bearing, and is confirmed by the almost uniform tenor of the reports which I have received, viz., that success or failure varies according to the schools rather than the individual candidates. The experience of all those taking part in the examination, and repeated year after year, is of great weight, and its uniform tendency is to prove that the efficiency of a school is the determining matter, and that the variety of individual capacity is comparatively small. This remark of course chiefly applies to the ordinary certificates of the higher and lower grades, and in a much less degree to the honours certificates, which imply individual excellence. In regard to the other grades we must keep in view the average state of efficiency, and the average standard which may fairly be attained. But the honours grade implies exceptional merit, and our object has been to confine this grade to those who have shown marked ability and acquirement.

It will readily be conceived that the fixing of all the standards is a matter of much anxious consideration, and that many circumstances must be kept in view. We must not aim at anything beyond the reach of schools of

fair efficiency, otherwise we would inevitably discourage much deserving effort. The first and principal end of the Leaving Certificate Examination is to fix a standard for scholars who have gone through a course of secondary education, fairly suitable for the country generally, and neither to discourage schools by asking too much nor to degrade the certificate by bringing it down to the level of inadequate work. It is necessary to keep in view the fact that the certificate is accepted by many important public authorities, and not least by the Universities of Scotland, and while we must keep in view the schools first of all, we must not disregard the requirements of these public bodies, towards whom we necessarily incur a grave responsibility. I think we may fairly claim that, while guiding our course chiefly by the circumstances of the schools, we have not failed in the responsibility which we owe to these bodies.

In the drawing up of the papers, I have had the assistance of gentlemen who, without question, stand in the very first rank of scholarship whether in England or in Scotland. Each paper was the subject of careful consultation, and we had also the advantage of suggestions from the Oxford and Cambridge Schools Examination Board.

The following are some of the special features of the examination in ach subject:—

ENGLISH.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
8,704	3,120	1,068	58	4,246	49

There is no part of the examination which requires, or has engaged, closer attention than this. It is often supposed that the certificate in English should be more easily obtained, and that none of the difficulties can arise which are to be met with in the classical or in foreign languages. The number of candidates presented in this subject is much larger than in any other; and it appears to be a commonly accepted view that any scholar who has remained at school for a short time after passing through the various standards, ought to be fully equal to the standard of the Leaving Certificate. It cannot be too clearly understood that this is not the case. A scholar of some intellectual energy and interest may doubtless acquire, while passing through the standards in an elementary school, and by means of his own reading, a good deal of the knowledge and mental training required for the Leaving Certificate. But this cannot be expected with the average scholar; and it must be distinctly pointed out that the Leaving Certificate, even in the lower grade, not only implies something which properly belongs to secondary education and is marked off very clearly from the highest of the elementary standards, but that it necessarily demands a good deal of personal intelligence in the scholar, enabling him to select the questions most suitable for him, to treat them with a certain amount of judgment

and thought, and to express himself in language which shall be distinct and grammatical, and fairly exempt from the childishness which seems to cling to the pen at an age when a boy or girl would be ashamed to use it in ordinary conversation. These are gifts which are not universal, and are not very easily acquired; but the Leaving Certificate would be of no value if its possession did not show that some progress had been made in these acquirements. That so many reach this standard proves that it is not too high; but that the per-centage of passes is so low proves, at the same time, that there is a very general misunderstanding as to the standard required. It is comparatively easy to decide when a scholar has obtained sufficient grammatical knowledge and power of translation to be fit for presentation in a classical or foreign language: it is not so easy to tell whether he has learned to think, to understand accurately what he reads, and to choose correct methods of expression in explaining it. More depends here than perhaps in any subject on the power of the boy to do himself justice in the examination.

An examination in English may be based on certain prescribed books, or, as is now the case in the Leaving Certificate Examination, it may be entirely general. Much may be said for both systems, but I am not prepared to recommend your Lordships to make any change at present. To prescribe certain books would inevitably have the effect of restricting the curriculum of the schools to these books, and while the candidates might, under that system, be more successfully prepared, it would certainly cause the preparation to have more of the character of cram, and would check the free development of the schools, each on its own lines. It would also, I fear, give less of a stimulus to individual effort and thought—in itself a matter of great value. Your Lordships will, no doubt, keep carefully in view the evidence in favour of both systems which further experience of the examination may give; but I cannot think that there would not be much reason for regret if it should eventually appear necessary to alter, even in regard to this one subject, the present system of the Leaving Certificate Examination, which leaves so much freedom to the schools.

Coming to the results of the present year, I cannot say that in the lower grade there is evidence of any general advance in the standard. The spelling and writing are reported as satisfactory by all those who took part in the revision of papers. The grammar is not more than fair. The questions on literature vary widely, but on the whole there is considerable evidence of independent reading, of individual interest in what has been read, and of a knowledge of the leading names in our literature as wide as could fairly be expected. The most faulty part of the examination was, as before, that which is the most trying test of individual thought, and of the power of grasping the real meaning of literary expression, viz., the paraphrase. This is a matter in which cram must count for very little: the pupils must have learned the slow and arduous process of tracing trains of thought, which are by their nature unfamiliar, in language which is also unfamiliar. The greatest care has been taken to select as examples passages which are fair tests, and the power of mastering these affords the best proof of the general value of the intellectual training which the pupils have received, and not merely the instruction imparted in this particular subject. In history, a fair knowledge of leading facts is shown—marred in many cases by reckless guessing, which ought to be rigidly discouraged; but there is very little evidence that the candidates have learned anything of historical proportion, or have been accustomed to look at historical

facts in their larger results and consequences. The geography is in general faulty, and there is rarely evidence that this subject is taught in any methodical way, or presented to the pupils in such a manner as to make a vivid impression upon them.

In the higher and honours grades, the papers show a satisfactory advance, particularly in knowledge of literature and in treatment of historical questions. The paraphrase still leaves much to be desired, but there is a distinct effort to extract some meaning out of the passage set, even although, in its results, it is not complete or perfect. The essays, if they do not show literary ability, are at least sensible, sound, and clearly expressed in most cases. The standard in spelling and writing is distinctly high, grammar is satisfactory, but etymology does not seem to be a strong point in most of the schools. Here, as in the lower grade papers, history is better than geography.

LATIN.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
1,790	645	332	22	999	56

In Latin, the schools which chiefly excel are again those which have given the best proof of general efficiency. The lower grade paper was made somewhat easier than last year, and therefore a somewhat stricter standard of pass could be maintained. Many of the candidates were presented with insufficient preparation, and in some parts of the paper, particularly the translation from verse and the English to be turned into Latin prose, the general results were rather disappointing. It would appear that Latin verse is not very generally read in Scottish schools, and it would be a valuable intellectual training were the pupils exercised a little more in the translation at sight of passages not previously studied. In this respect, however, marked improvement is visible year by year, and in the opinion of some of the revisers, who have experience of such examinations elsewhere, the general standard compares favourably with that which is to be found in schools of a similar class outside of Scotland. The grammar is satisfactory, especially as regards knowledge of Latin verbs, and although the pupils in this grade have rarely much power of forming Latin sentences idiomatically, they show considerable acquaintance with a few of the more marked features of Latin idiom. In particular, they would seem to have been trained in the use of the subjunctive, although, in other respects, the Latin idiom has not perhaps received sufficient attention.

In the higher and honours grades the results are often good, and in some of the better schools distinctly high. The best schools presented some pupils who gave proof of promising scholarship, and in some cases the form was good, and some power of appreciating classical literature was not wanting. The knowledge of history was, in general, rather restricted.

GREEK.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
865	308	140	15	463	54

In Greek I had to report last year that while the lower grade candidates showed an improvement, the higher and honours papers were not so satisfactory. This year the result is reversed. In the lower grade, candidates have often been presented who did not approach the standard required, and whose answers were often without any value whatever. The one feature, however, in which some advance is marked is the translation from English into Greek—a process which, more than any other part of the paper, gives proof of careful training.

In the higher and honours grades, on the other hand, there has been a very distinct improvement, and some of the papers reach a very remarkable standard of excellence. It is satisfactory to be able to record this, as it forms an important element in the controversy as to the value of the study of Greek, and as to its hold upon the interest of the scholars. In no part of the leaving certificate examination is there better proof of an intellectual training of a very high kind than is found in some of the best of the Greek papers of the honours grade which have been sent in. It is to be regretted that the knowledge of Homer seems to be rather less than might have been expected. This is no doubt due to the view that the study of Attic authors forms a safer foundation for Greek scholarship with young students.

FRENCH.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
4,227	1,889	423	80	2,392	57

The general result of the examination appears to show that the teaching of French in Scotland is making sure and steady, although slow progress. The standard is not yet what it ought to be; but to raise the requirements of the examination with undue suddenness might discourage efforts which, in the course of time, may be successful. In the lower grade the general style and arrangement of the papers have improved. The candidates showed a fair acquaintance with the names

and titles of the works of the leading French authors, and were able to give a rational and connected account of the author whom they had studied in class. The translations from French, however, were not good, and the pupils seemed to be imperfectly trained in the practice of translation at sight. The composition was so defective that it would appear that few of the candidates had gone beyond the formation of very simple sentences, and they could not attempt connected composition without violating simple rules of grammar. Question 9, which called for the translation of some puzzling sentences in English, was found to be a very good test, and the best pupils acquitted themselves well in answering it. The commercial question was practically not attempted.

In the higher grade the translations were fairly satisfactory in point of accuracy, but were very deficient in taste and style. The composition was weak, and only about five per cent. of the papers were really good in this respect. The grammar and etymology were satisfactory and the literature was good and, in many cases, excellent. The commercial part of the paper was an almost total failure.

GERMAN.

Presentations.	Passes.				Per-centage of Passes.
	Lower Grade.	Higher Grade.	Honours.	Total.	
1,969	990	356	55	1,401	71

Here again no marked advance or retrogression has to be recorded, but the revisers note the very wide divergence between different schools. On the whole, the impression is good. In the lower grade the candidates show a sound knowledge of grammatical rules, but very limited practice in applying them to composition. They have obtained a useful smattering of the outlines of literature, and the pernicious habit of random guessing is not so frequent as before.

In regard to the higher grade, the reviser remarks :—

"The only fault I have to find in connexion with the work of this grade is the unsatisfactory way in which the questions regarding the formation of abstract nouns from adjectives, and that of adjectives from nouns, are answered. As only pretty common words had been selected for these formations, and questions of the same kind have been repeatedly set in former years, it is hardly creditable to the teachers that so little attention should still be given to these very important points. On the other hand, I was greatly pleased to notice a distinct improvement in the German composition of most candidates, especially in regard to the so important point of the collocation of words in the Sentence. The piece for translation, it is true, was carefully prepared so as to avoid too great difficulties of construction. Still it was by no means too easy, and allowed the candidates abundant scope for displaying their facility in writing idiomatic German prose."

In the second (or honours grade) paper, the results were disappointing

MATHEMATICS.

	Presented.	Passed.	Per-centage.
MATHEMATICS.			
Lower Grade - - - -	2,767	1,634	59
Higher Grade - - - -	760	401	53
Honours - - - -	98	41	42
ARITHMETIC ONLY.			
Lower Grade - - - -	7,061	3,800	54
Higher Grade - - - -	1,250	725	58

	Presented.	Passed with Distinction.	Total passes.	Per-centage.*
ADDITIONAL SUBJECTS.				
Geometrical Conics - -	124	18	60	48
Analytical Geometry - -	95	18	51	54
Higher Dynamics - - -	60	2	30	50
Elements of Dynamics - -	310	7	150	48

* No passes are reckoned in this per-centage unless the candidates have also obtained a certificate in mathematics.

The following are the remarks (based upon the reports of the various revisers) of the gentleman who took the chief part in this branch of the examination :—

"Taken as a whole the result of the examination in mathematics is satisfactory, and indicates careful teaching and persevering study. In some cases scholars were presented for examination in subjects which had been only partially studied, but, even where the more advanced parts of a paper were clearly beyond the reach of the candidates, an intelligent knowledge of the elementary parts was generally shown.

"HONOURS GRADE.

"*Geometry.*—The work was generally of high quality, the demonstrations full and clear, the figures much better than those of last year, and the arrangement neat and careful. Modern geometry seemed to have been thoroughly taught and well mastered. There was still, however, a tendency to deduce fundamental theorems from similar theorems of at least equal difficulty, instead of giving independent demonstrations. Some weakness was shown in particular problems.

"*Algebra.*—The general standard of the work is higher than that of last year, but careful statements were not so frequent in this subject as in the geometry, and several papers were marred by alterations and erasures due to hasty and ill-considered work. On the whole, however, the paper was thoroughly understood and well attacked. The questions on the binomial theorem, series, and imaginaries

were well done. On the other hand the application of the binomial theorem to a practical case was very inaccurately worked, while in the treatment of graphic representation very few attempts were made to answer the plain question in a plain manner, though it was clear that the candidates were not ignorant of this part of the subject

"*Trigonometry.*—This paper was not done well. The work sent up indicated not only partial and hurried study, but also reliance on mere formulæ. Instances may be found in the imperfect definitions of sine and cosine, the almost universal failure either to verify or work out correctly the given result in the question on heights and distances, and the unsuccessful attempts to bring to mind formulæ for the summation of series or the details of a quadrilateral.

"Additional Subjects.

"*Higher Dynamics.*—While the questions on centres of mass, friction, and the air pump were creditably answered, there was poor work on relative velocity, acceleration in circular motion, and fluid pressure. It would appear that many candidates had not mastered this subject so fully as to justify their attempt at the higher paper, and that they had not had sufficient practice in ordinary examples. The style of the work was generally fair.

"*Analytical Geometry.*—The work was as a whole satisfactory. Most of the candidates showed a sound perception of the elementary principles of the subject, and familiarity with the methods. The figures were in many cases wanting in neatness, and even when neat were often inaccurate. In some papers necessary proofs were omitted as well as the detailed work of examples, only the results being written down. For this, of course, little or no credit could be given.

"*Geometrical Conics.*—The paper was as a whole fairly done, the defects in many cases being due to the difficulty of drawing the [illegible] figures. Some candidates, however, had used models of the curves with satisfactory results.

"*Elements of Dynamics.*—A common fault consisted in writing out the answers to the bookwork questions at wholly unnecessary length. The candidates from the better schools gave excellent diagrams, but the diagrams given by many showed that they had no thorough knowledge of the apparatus which they tried to describe. There was also a good deal of inaccuracy in working out the arithmetical results.

"Higher Grade.

"*Geometry.*—Considering the work as a whole the standard reached was fair. Very many candidates, who wrote out propositions in the sixth and eleventh books correctly, showed considerable weakness in the first and second books, more especially in the definitions.

"*Algebra.*—As a whole the work was satisfactory, and that sent in by some schools showed a high order of excellence. The questions on simplification, quadratics, the roots of quadratic surds, the theory of divisors, and the proof of an identity were well done by a large proportion of the candidates, while there were many excellent solutions of the problems. In the more advanced parts of the paper there was a distinct falling off in the nature of the answers except in the case of the better candidates. Many papers seemed to have been too hastily taught variation and progressions, formulæ and proofs being often reproduced which were evidently not properly understood.

"*Arithmetic.*—The earlier questions were generally well done, and showed some improvement on the results of last year. The principles of compound interest and discount appeared to be understood, but few candidates were able to apply them properly to the questions asked. The question on the explanation and simplification of recurring decimals was not well answered.

"*Trigonometry.*—This paper was on the whole very well done. The chief faults were in connexion with the logarithmic work, the theory of which is in many cases very imperfectly understood. A common fault was to give the logarithm of a quantity as equal to the quantity. In some schools, however, this work was excellent both in accuracy and neatness. The geometrical proofs were generally well done.

"Lower Grade.

"*Geometry.*—The general character of the work was satisfactory, showing care and intelligence. The definitions, however, were often faulty, and in some cases

the question was misunderstood and a wrong proposition written out. This error occurred most frequently in Book II. Very few of the candidates seemed to understand what is meant by a locus. On the whole the style and writing show improvement as compared with former years.

"*Algebra.*—The results of the examination were as a rule satisfactory and show improvement on the work of previous years. The questions on simplification, fractions, the extraction of the square root and equations were well done. Most of the candidates tried the question on highest common factor, but many made the mistake of giving the last quotient instead of the last divisor as the answer, while others omitted to remove extraneous factors from the result. A common fault in simplification was to make $8 \times 0 = 8$.

"*Arithmetic.*—This subject is not only taken by candidates for a certificate in mathematics, but also by a considerable number of scholars who do not take mathematics. There are thus a very large number of candidates who have had little previous experience of such examinations. The work is as a whole satisfactory, and shows improvement in all points as compared with past years. A considerable number of candidates, however, though answering the early questions well, broke down altogether in the more advanced part of the paper, and showed that they were quite unfit to attempt an examination of this character. Among the more common mistakes may be mentioned failure to give the highest common factor of numbers whose prime factors had been correctly found, failure to reduce vulgar fractions to their lowest terms before performing arithmetical operations with them, and failure to notice when an answer was altogether absurd. A very common mistake was the unnecessary reduction of decimal fractions to vulgar fractions by which method the work was often greatly increased. The most frequently occurring error, however, was the omission to show the detailed work fully in spite of the clear warning on this point printed at the top of the paper.

"Book-keeping and Commercial Arithmetic.

Candidates were examined from 50 schools with the following result:—

Presented.	Passed.	Per-centage.
516	307	59.

"*Book-keeping.*—Generally speaking, the majority of the candidates showed a fair knowledge of the principles of book-keeping by double entry, some of the papers being very good indeed. The definitions were as a rule well answered. The answers to the questions which followed were seldom complete, but were generally correct as far as they went. The cash-books framed by the candidates were somewhat disappointing. Very few showed acquaintance with the use of cash-books with columns for particular classes of entries which are now so much used, and so generally recommended by writers on book-keeping. A number of candidates made journal entries for the transactions without a cash-book. As a rule they showed a good knowledge of journalizing, but, as the use of a cash-book is indispensable in book-keeping, they cannot be held to have done the paper fully. The ledgers were generally better done, though not without mistakes, such as opening two accounts for one person or thing. It was also clear that in many cases the entries were made in the ledger direct from the transactions instead of being posted from the books framed by the candidates.

"*Commercial Arithmetic.*—In the addition exercise, the candidates acquitted themselves fairly. The questions on bills of parcels, fractions, interest and profits, were generally well done. In the question on the average rate of interest derived from two investments a large number of the candidates showed that they did not understand how to take into account the proportion of the two principal sums invested."

I have the honour to be, &c.,
HENRY CRAIK.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

SCOTCH EDUCATION DEPARTMENT.

REPORT

BY

J. STRUTHERS, Esq.,

One of Her Majesty's Inspectors of Schools in Scotland,

ON

SLOYD AND KINDERGARTEN OCCUPATIONS IN THE ELEMENTARY SCHOOL.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY EYRE AND SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

And to be purchased, either directly or through any Bookseller, from
EYRE AND SPOTTISWOODE, East Harding Street, Fleet Street, E.C., and
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JOHN MENZIES & Co., 12, Hanover Street, Edinburgh, and
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HODGES, FIGGIS, & Co., Limited, 104, Grafton Street, Dublin.

1895.

[C.—7705.]

REPORT *by* J. STRUTHERS, ESQ., *one of Her Majesty's Inspectors of* SCHOOLS *in* SCOTLAND, *on Sloyd and Kindergarten Occupations in the Elementary School.*

SIR, March 1895.

AT your request I submit, for the consideration of their Lordships, the following observations on a department of school work which has now received a considerable development in the schools of the Edinburgh district. I do not propose to enter into a description of the various occupations, but shall aim only at giving such an account of the purpose, method, and results of this kind of teaching as shall enable a judgment to be formed as to whether its further extension in these schools and its introduction into others is desirable.

Use of the term Sloyd.

First a word as to the term sloyd and its connexion with kindergarten occupations. Sloyd is the pronunciation naturally given by English-speaking people to the Swedish word slöjd, which means "skill or dexterity of hand."* In its general sense the word may be applied to any system of instruction which aims at giving increased dexterity of hand to children whatever the ulterior object may be. But in Sweden the word has also acquired a special sense. It is applied to certain systems of working in wood, iron, or other material, carefully thought out and widely practised in the schools of that country, which aim not so much at developing dexterity of hand, though that result is not in itself unimportant, as at making manual instruction *contribute towards the general education of the pupil.* Well arranged and properly conducted work of this kind—the qualifications are most important—is regarded as a very valuable, in some respects, the most valuable, means available to the teacher of developing in the pupil such qualities as intelligence, practical judgment, exactness, perseverance, taste, power of initiative, individuality.

Of these systems the typical one, of which the others are mainly modifications or developments, is the system of woodwork taught in the Sloyd-Seminarium at Nääs, near Gothenburg. That school presided over by Herr Otto Salomon, one of the most remarkable men in the educational world of to-day, has existed since 1872, and the system of woodwork taught there has been gradually elaborated and constantly revised in the light of the experience of the numerous teachers engaged in teaching it in elementary schools. To the institution at Nääs teachers from all parts of Sweden are sent to be trained in this part of their work. There they have an opportunity of acquiring the requisite technical skill, and they are at the same time instructed in the principles which underlie the system by means of lectures and discussions full of rich suggestiveness as to the whole field of education. Teachers from other countries also are admitted to certain of the courses, and receive instruction free of charge. They come from every country in Europe, from both the old and the new world—even from Japan. Among them have been not a few teachers from both England and Scotland.

Into the distinctive features of the system—the use of the knife as an introductory tool, the making of completed models combining several

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* Adj. slög = skilful or dexterous: cf. Eng. word "sleight" in "sleight of hand."

exercises as against the practice of exercises separately, the use of curved and moulded forms not belonging to pure carpentry—I do not propose to enter. What is important to notice here is its main principle, viz., that work of the kind in question is not to be taught as an end in itself, but rather as a means of securing certain valuable results, to wit, those enumerated above. It is, in the director's phrase, "Sloyd in the service of the school," and is to be taught in due relation and subordination to other school studies.

The difference between manual training of this kind and manual training which aims simply at producing in the pupils a certain dexterity of hand which may be useful to them in the industrial occupations of after life is fundamental, and cannot be too strongly insisted on. The difference of aim naturally leads to an entire difference of method. For example, if technical skill only is aimed at, probably the most effective means of securing it will be the frequent repetition of the same operation till a certain mechanical knack is acquired, whereas in the other case the pupil will at each stage have as it were a new problem set him, the solution of which exercises the intelligence and requires forethought and concentration of mind. I do not at all mean to contrast these two methods of manual training as good and bad respectively. It is conceivable, for instance, that in trade schools, if such were established, designed as a substitute or partial substitute for an apprenticeship, the former method might be the proper one, but it is entirely out of place in an elementary school. To distinguish these two kinds of manual training it may be convenient to use the term "sloyd," which has no previous connotation in English, to denote that form of manual training in which the educational rather than the technical aim is predominant. In this sense the term sloyd will be simply a convenient shorthand expression for *educational manual training*, and I propose so to use it.

Definition.

We may thus apply the term not only to that system of working in wood which is distinctively known as "sloyd," but to any system of exercises in any material (wood, iron, cardboard, or clay) which can be clearly shown to be educational in its objects and methods. As to the various ordered collections of models and exercises commonly called "systems" or "series," I would deprecate the blindfold adoption or transplanting of any one of them. The circumstances of the school are to be considered. Moreover, as one of the great functions of sloyd is to develop individuality in the pupils there must be a corresponding individuality on the part of the teacher. He will accomplish better results with a system which he has worked out for himself, and which he thoroughly believes in than if he were blindly to adopt the best of all possible systems. On the other hand, of course, it would be mere foolishness to refuse to profit where possible by the experience of others.

Kindergarten occupations—their connection with Sloyd.

Let us turn now to the exercises commonly practised in schools under the name of kindergarten occupations. An ardent Froebelian would perhaps say that there is very little of the kindergarten about them, and would doubtless contend for the system, and nothing but the system. But the elementary school must take its goods where it finds them, and experience clearly shows that these exercises can be so arranged and conducted in ordinary schools as not merely to afford a welcome relief from other school studies, but to be in themselves a valuable means of education. The general public, I am afraid, and occasionally teachers as well, are apt to regard these occupations as mere amusements, which may be conducted anyhow, and which serve their purpose if they keep the children out of mischief. As a matter of fact they are, if properly made use of, identical in purpose and effect with the sloyd occupations

already referred to, and may be included under the wider designation. They differ only in the greater simplicity of the exercises, in employing a less obstinate material, and in being less susceptible of accuracy and finish. But the educational reasons which justify the introduction of either into schools are precisely the same, and the educational advantages to be reaped from them are the same in kind. Sloyd, as Herr Salomon has expressly recognised, is the application of certain kindergarten principles to the work of the juvenile school, and it would be interesting, were this the place, to trace back step by step the present form of sloyd instruction in Sweden to its origin in the work of Froebel.

It may perhaps serve to give greater concreteness to what I have to say if I now proceed to enumerate a few of the various occupations which I have in view, stating at the same time the stage of school life to which they seem to me to be appropriate.

Summary of manual occupations.

I. There are first of all the various kindergarten occupations suitable in various degrees for infant departments or for children under 8. They comprise such operations as the use of the gifts, stick-laying, pea-work, paper-folding and cutting, mat-weaving, basket work, kindergarten drawing, colouring, and brushwork. It is obvious that some of these are more difficult than others, and are in consequence suitable for different ages; that some of them in themselves admit of a certain amount of gradation; and that there is such a variety of them as to make it unnecessary to repeat the same exercise in successive years, or indeed to continue it for a moment after the interest of the children begins to flag. Of these various exercises each infant school will naturally make its own selection, but in each the exercises selected should be so arranged that there is something like orderly progress from the simpler to the more difficult, while at the same time care is taken to secure due relief and variety.

II. Clay-modelling. This occupation affords exercises of a very wide range. It may be used in rude fashion in comparatively young classes in the infant school, particularly as a sequel to object lessons, and it is at the same time capable of delicate and refined manipulations such as will make sufficient demand on the capacities of even the most advanced scholars. In the schools of Paris, for example, it is an exercise for the highest classes. On the whole, it is probably in Standards I., II., and occasionally III., that this occupation can be best turned to account.

III. Cardboard work, which is capable of, or rather demands the utmost exactness, and yet is within the capacity of the average child in (III.), IV., or V. This exercise has a special interest for children on account of the usefulness of many of the articles made, and is also most helpful in the teaching of drawing.

IV. Woodwork. This, as admitting of the greatest variety of form and manipulation, and also of the utmost exactness, is probably the sloyd occupation "par excellence." It is best calculated to secure the immediate result, viz., development of *general* dexterity of hand, and at the same time affords ample field for the exercise of the special sloyd discipline. It is specially suitable for the highest classes.

V. Ironwork with or without the forge might be an alternative for the oldest pupils, and I have no doubt that other suitable sloyd occupations exist or may be invented.

All these, if suitably graduated and properly taught, may be regarded as sloyd occupations, employing the word in the wider sense which I have endeavoured to give it.

Drawing.

In the above list I have made no mention of a very important subject, viz., drawing, which is essentially a sloyd occupation. It develops dexterity of hand in a certain direction, and may at the same time be made a valuable means of mental discipline. Its connexion with other sloyd occupations cannot be too strongly insisted on. A certain power of drawing is a necessary preliminary in the more advanced occupations, and there can be no doubt, on the other hand, that the practice of these occupations reacts beneficially on the teaching of drawing. The opportunity they give for the immediate practical application of drawing is in itself a gain of great importance. Again, several of the occupations, *e.g.*, cardboard work, enable the pupil to obtain an insight into the meaning of such terms as plan, elevation, and section, such as they could probably obtain in no other way. It may not be unimportant to remark that in the natural order of the development of the faculties power to make a model comes before the power of drawing. The child first endeavours to represent the thing as a whole of three dimensions, however vaguely and crudely, and only afterwards proceeds to abstract some one aspect of it. Accordingly, in the earlier stages the model must be used to interpret the drawing, and not *vice versâ*. It is only at a comparatively advanced stage that the pupil can be expected to work from drawings alone. In view of the intimate connexion of drawing with the various manual occupations, it is somewhat unfortunate that these two branches of what is educationally the same subject should in the earlier stages fall to be organised and supervised by two different Departments, or that drawing should in such a marked way be separated off from the rest of the work of the school.

The argument for manual training in schools—

Having detailed the various occupations embraced under the head of sloyd, I come now to consider what advantages may be expected to result from making these occupations an integral part of the work of the elementary school.

necessary for a well-balanced development of the faculties

In the first place, then, we shall thereby make the education of the child more complete, all round, and well balanced. Education aims, or ought to aim, at the harmonious development of the faculties which children possess, especially such of them as are likely to be of value in the work of life. Now there is a faculty of the hand as well as of the brain—on the intimate connexion of these two I shall have a word to say later—and a reasonably complete education will not neglect the development of the former. This view might perhaps be maintained, even were these faculties to some extent antagonistic, but it is greatly strengthened if, as I shall try to show, there are grounds both in theory and experience, for believing that manual training of a certain kind and amount promotes rather than retards advancement in the ordinary subjects. In that case there is all the more reason for regarding an education which does not include some training of the faculty of the hand as lacking in balance and completeness.

Were this balance and completeness merely a question of doctrinaire symmetry it would not be worth while insisting upon it, but there is, I think, some justification for the opinion that the predominantly mental or bookish character of much of our common school education has certain practical consequences which are not desirable. That opinion is doubtless often expressed in exaggerated terms, based upon an imperfect acquaintance with the actual work of the schools, but it receives weighty confirmation in the following excerpt from the report of a committee of

the London School Board on the subjects and modes of instruction in their schools :—

"The boys who leave school thus early are mainly employed in posts such as that of errand or shop boy, in which they learn no skill nor anything to qualify them to follow a trade. Their earnings help their families for a time, but they drift into that mass of unorganised and unskilled labour amongst which, whether employed or unemployed, much misery exists, and which constitutes a dangerous waste of national force."

Of the remedies which this state of things seems to call for, one, the compulsory lengthening of school life, is a measure of general politics which I cannot here discuss. I may remark, however, in passing that the operation of the freedom of classification now accorded to schools will in large measure secure the same result. As I have shown elsewhere, it is extremely probable that in a few years about half of the children presented in Standard V. will be over 13 years of age. With the more leisurely progress thus made we may reasonably hope to secure a broader treatment of the work of V., and such enhanced efficiency as will make it virtually equivalent to the work of VI. It remains to be seen, however, whether this silent lengthening of the actual period of school life will be acquiesced in by those most concerned.

The other remedy is a strictly educational one. It is such a broadening and simplification of the school curriculum as shall remove the predisposition which at present exists towards certain kinds of employment. Most emphatically it is not desirable that trades should be taught in schools, but we may at least secure such a well-balanced development of the faculties of the pupils as shall place them in a position of substantially greater freedom in the choice of their life work when they leave school. Now that the system of free compulsory education has to a very large extent taken it out of the power of parents to determine for themselves what the training of the children shall be, it becomes a matter of the utmost importance to see that that education is free from all bias.

Certain direct results.

On the direct results of manual training I shall not dwell. Important as they may be, I do not wish to lay any special stress upon them in the present paper, whose object will be mainly to point out some indirect results of greater educational importance.

But manual dexterity, if general in its nature, and not the knack of any one trade, is in itself an acquisition not to be despised. It has a value for all men, but specially of course for those of the industrial classes.

If the doctrine, to which I shall have occasion to refer directly, of the development of the motor centres in the brain be correct, there is reason to believe that the traditional skill which distinguishes certain sections of our manufacturing population, *e.g.*, those engaged in the textile manufactures, can only be fully acquired during what is properly-speaking school age. It is so acquired at present, because the children in these districts leave school early, or attend only as half-timers, and if school attendance is to be prolonged, as is desirable, some provision must be made in the school itself for the development of power of hand. To certain other classes also, to the dweller in remote country districts, and to the emigrant, this kind of training has an economic value.

Again, it does not seem unreasonable to hope that properly conducted manual training may do something toward diffusing an appreciation and fostering an ideal of sound workmanship even in the commonest articles. It is of the essence of this kind of work that quality rather than amount should be insisted upon. There is no necessity from the scholastic

point of view that the work should be done at all. Hence in what is done the very highest standard of accuracy and finish should be set. It is also important that the reasons for passing or rejecting any piece of work should be made clear to and acquiesced in by the pupil.

Its place as introductory to technical education.

At this point more suitably than elsewhere I may mention one reason of great weight for the introduction of manual training into schools. If ever any large use is to be made of the Technical Schools Act of 1887, the special work of these schools must to some extent be led up to in the elementary schools of the district concerned, and in no other way could preparation better be made than by a systematic and well-considered course of manual training in conjunction with drawing. The opinion might even be hazarded that a demand for these special schools is likely to arise most naturally and most properly when the kind of instruction referred to has already been carried in the elementary school to the point at which it requires special organisation and subdivision, together with a different grouping of subjects.

Valuable *chiefly* for its disciplinary effects.

But so far as the elementary school is concerned manual training is to be valued not so much for its direct results, important though these may be, as for its disciplinary effects, that is to say, for the contribution it makes toward the development of character and intelligence.

I have already alluded to the intimate interdependence of hand and brain. That interdependence has long been more or less vaguely recognised, but the recent researches of Ferrier and others have given a new meaning to the phrase. It has been shown that there are in the brain distinct motor centres, of which those of the hand are specially important; that these motor centres have a distinct but limited period of growth, extending over, roughly, the period from the fourth to the fifteenth years; that their development depends on adequate exercise of the corresponding muscles *during this period*; that these motor centres are so intimately connected with other parts of the brain that if they are imperfectly developed there is apt to be a corresponding loss of mental power.

These statements are based upon a pamphlet on "Handcraft" by Sir James Crichton-Browne, from which I now proceed to quote two passages as summing up the whole matter. "It is plain," he says, "that "the highest functional activity of these—the motor—centres is a thing "to be aimed at with a view to *general mental power* as well as with a "view to muscular expertness, and as the hand centres hold a prominent "place amongst the motor centres, and are in relation with an organ "which in prehension, in touch, and in a thousand different combina-"tions of movement adds enormously to our intellectual resources, "besides enabling us to give almost unlimited expression to our "thoughts and sentiments, it is plain that the highest possible func-"tional activity of these hand centres is of paramount consequence not "less to mental grasp than to industrial success."

Again, "Depend upon it that much of the confusion of thought, "awkwardness, bashfulness, stutterings, stupidity, and irresolution "which we encounter in the world, and even in highly educated men "and women, is dependent on defective or misdirected muscular "training, and that the thoughtful and diligent cultivation of this is "conducive to breadth of mind as well as to breadth of shoulders."

We have then scientific authority in favour of the assumption that the development of hand faculty must in itself have an appreciable effect on the development of the higher mental powers. But even if we lay no stress on the physiological connexion it still remains true that the process of manual training by which hand faculty is developed affords a particularly favourable field for the exercise and development

of what are generally regarded as purely mental faculties. On this point we may appeal to experience. One cannot watch a group of children engaged in one of the more advanced kindergarten occupations requiring individual work without being convinced that the higher faculties of discrimination, selection, practical judgment, and calculation or foresight are being exercised to an unusual degree. Probably there is no single faculty brought into play in the teaching of the ordinary school subjects which is not exercised in an approximately equal degree in manual work.

And when we come to the cardboard work and the woodwork of the higher standards the case for the intellectual value of manual training is strengthened. In the first place, these exercises admit of a great degree of exactness, and hence their disciplinary value is enhanced. In the second place, the making of each object or model, as it is called, involves a considerable number of operations, a mistake in any one of which is likely from the nature of the material to be fatal. It is not like a drawing or a sum on a slate where careless work may be effaced by a sponge and a correction at once made. The pupil *must* look a-head, the nature of the material must be studied, and the effect of each single operation must be calculated. A single false cut, a small deviation from the dimensions given, and the whole work has to be done over again. It is obvious that work of this kind may easily be made the means of developing in the pupil the power of close observation, power of concentrating attention, judgment, foresight, and the habit of painstaking accuracy. These qualities are not named haphazard, but are precisely those which the nature of the work is calculated to develop. It is again a valuable peculiarity of this kind of work that the pupil is to a large extent his own judge. A piece of work is wrong, not because the teacher says so, but because he himself sees that the thing he is making is not the thing he wants to make. It is difficult to overstate the value of the moral discipline involved in this perception.

Let me add, however, that in order to make manual work of any kind a really efficient mode of intellectual training there must be no mechanical repetition. The pupil must at each stage have a fresh problem presented to him, which shall sustain his interest and call for the exercise of all his faculties. To cause him to repeat the same operation over and over again till he has acquired a certain mechanical knack of doing it is really to do something toward teaching him a trade, but it is not sloyd. The process has little educative value. One cannot get a better idea of what is meant by sloyd than by laying firm hold of this distinction.

Certain advantages which it possesses over other school subjects.

But it may be said: Admitting that manual training may be made a valuable means of intellectual education, it is only one among many such means. Do not the subjects at present taught in schools, which we *must* continue to teach, amply suffice for that purpose? Is there any special virtue inherent in manual training that it also should find a place in the school? The answer to this question brings us to what I must consider the central position of the sloyd doctrine. It is that there *is* a special virtue inherent in manual training, and that in two ways. In the first place it has a unique power of securing and sustaining the interest of the average child, and secondly it substitutes for the receptive and passive attitude on the part of the child the active and productive one. The two reasons are intimately connected and on both points we may appeal to experience.

It is a matter of common observation in those infant schools where fair trial has been made of kindergarten occupations that in this kind

of work the children show an absorption of interest and a concentration of attention such as they do in no other. No ordinary occurrence, such as strangers entering or leaving the room, has power to distract their attention. I have found that when questions are addressed to them individually they usually answer without looking up, and, indeed, almost seem to resent the interruption. This is but the natural consequence of a fact of common observation, viz., that children delight, above all things in doing something, and specially in making something. They will make mud pies, or dolls, or houses, or ships, or draw impossible men and horses on the wall or on their slate. It is a necessity of their nature; and, if I may be allowed a conjecture, it probably connects itself with the fact already alluded to, that this is the period of the development of the motor centres in the brain. Now, if as I have tried to show, this productive activity of children can be turned to account educationally, it is clear that we have here a great source of motive power in education which is at present largely running to waste in our schools. The restlessness of a healthy child is simply an indication that the reservoir of energy is full and brimming over, and we only need to lead it off by proper channels to secure the most valuable educational results. Every good teacher prefers to rely upon interest rather than upon compulsion as a motive force in education, and though it is perhaps too much to expect that every necessary subject of study be made interesting at all times, we cannot afford to exclude from the school programme a subject which has an inherent attraction for children if it has in itself any educational value whatever.

I. Its power of interesting children.

The attractiveness of this subject for children has one important result of which I must make special mention. Regular attendance at school is an indispensable condition of progress, and if the effect of the inclusion of manual training in the school curriculum is to improve attendance we may expect better progress to be made in other subjects as well. That it has this effect is not only probable on theoretical grounds, but is found to be the case in practice. "The keen interest of the boys in the "class is clearly shown by the rare absence of a boy from school on "the day set apart for his lesson." This report of an Edinburgh headmaster to the Board is typical of a pretty general experience.

II. Its power of developing individuality.

The other special feature of manual training as a means of general education is that it substitutes the productive for the receptive attitude on the part of the pupil, and so tends to foster individuality. It is a pregnant saying of Froebel's, that 'man only understands thoroughly that which he is able to produce.' His knowledge must have been elaborated in his own brain and must bear the stamp of his own personality. It can never be merely transferred from one person to another. Hence the educational maxim that what the teacher does for a pupil is of no importance compared with what the pupil does for himself. Now manual work as compared with other school subjects offers a unique field for carrying on this process of self-education. In other subjects results are, and probably must be, all important. We must make sure that the children before leaving school have attained to a certain measure of proficiency in the three R's, and the methods by which this result is arrived at are, comparatively speaking, of secondary importance. There is consequently a strong temptation to impart knowledge, or the appearance of knowledge, by the shortest methods. In reading, the teacher very commonly gives a model of correct reading before the pupil has made any attempt to master the difficulties of the passage for himself. I believe that in certain text-books it is even laid down that this is the correct method of procedure. In arithmetic the pupil is at once furnished with a rule for working certain types of sums

before he has made any attempt to construct a rule for himself, and so on. Imitation and memory are relied upon to the detriment of more important faculties. Probably these short methods are not in the long run most effectual in securing their object, but so long as the result, apart from the method, is regarded as the all-important point, there is the strongest temptation to use them.

Furthermore, in teaching class-subjects to large classes such as are too common in our town schools, the most skilful teacher cannot insure that each individual pupil is really performing the mental operation necessary to make the instruction given part and parcel of his mental fibre. With apparently perfect attention the mind may be completely passive. Even genuine attention is not enough. The pupil, if he is to permanently benefit, must actively take hold of the facts presented, restate them in his own way, and correlate them with other facts of his experience. Under the usual conditions of class-teaching this cannot be done. I do not hesitate to say that the continued teaching of children in large classes, where no opportunity can be given for the frequent individual reproduction—I do not mean repetition from memory—of what has been learned, has a deadening and paralysing effect upon their faculties. Much of the apparent result is delusive, and the time spent upon it is to a great extent wasted.

Let us turn now to manual work. There the result—the object made or the manual dexterity acquired—though in itself valuable, is of no importance compared with the educative process which the pupil passes through in attaining the result. The public do not demand a certain amount of manual dexterity in the pupil who leaves school in the same way as they demand a presumption of proficiency in the three R's. Nor is it likely that they ever will. There is no necessity to obtain a certain result anyhow, and we are consequently at liberty to arrange our work, and to conduct it in such a manner as to obtain the best educational effects from the process. In public school education, as regards its main subjects, there must always, I suppose, be more or less of a compromise between educational principle and considerations of immediate utility. But here is a department of school work into which these considerations need not enter, and accordingly, strange as it may seem, it is precisely in this subject of manual training, of all others, that we may hope to see educational principle most fully exemplified.

Conditions necessary for making manual training educationally effective.

To accomplish this certain conditions must be fulfilled, of which I shall mention only the most important:—

1. It will be necessary that the pupil be as far as possible his own teacher, and the work he does in every sense his own. The teacher must to a great extent efface himself, and while giving general direction to the work, and information and advice where needed, he must be careful to avoid premature help. On no account must he do any part of the work of the actual model on which the pupil is engaged.
2. It will be further necessary that the work be of such a nature as to secure the interest of the pupil, but I have already given reasons for believing that this will be an easy task.
3. The nature of the work must correspond to the age and strength of the children.
4. It should be so graduated that at each stage the pupil will have fresh difficulties to encounter, for which, however, his previous experience should have in some degree prepared him. It is very largely on this point of graduation that the merit of one system as compared with another depends.

5. At each stage, according to the capacity of the children, a higher and higher standard of accuracy must be set, otherwise the work will lose much of its disciplinary effect.

6. There must be no attempt at class-teaching in the ordinary sense. Each pupil must be allowed to advance at his own natural rate of progress. The slow must not be unduly pressed, nor the smart kept marking time.

7. Lastly, I would urge very strongly that teaching of this kind should never be regarded as an end in itself, but should always be considered in its effects direct or indirect on other school studies. The place it occupies in the school curriculum, and the manner of teaching it, may very well be taken into account in forming a general estimate of the work of a school, but it is not desirable that it should be made the subject of a *special* grant. For with the special grant emphasis would naturally be laid upon the visible and tangible result, the amount of work done, rather than on the disciplinary effect, or its due relation to other school studies.

If the conditions I have enumerated are fulfilled we might expect manual training—or, as it would be in that case, sloyd—to develop in the pupils an individuality, an independence, and a self-reliance which would be most valuable correctives of the evil effects of class-teaching, while it would at the same time exercise their mental faculties in a degree little inferior to other school studies, and in a more concrete and practical way.

Summary of the argument.

Let me now put in summary form the advantages which might be expected to result from making sloyd—or manual training conducted in the way and under the conditions just mentioned—an integral part of the curriculum of the elementary school.

We should secure a direct result valuable in itself, viz., increased dexterity of hand in children, in greater or less measure according to the time spent upon it. But we should secure an indirect result of still greater importance, inasmuch as we should turn to educational account a great natural force, the interest which children have in making things, and cause it to contribute toward their *intellectual* education, and specially toward the development of certain qualities of mind and character which should go some way to counteract the evil effects of class-teaching. And in securing these results we should at the same time be acting in the interests of a complete and well-balanced education.

Its relation to other school subjects.

I turn now to the practical question of its introduction into schools. First let me state explicitly, what I hope has been sufficiently implied in the preceding remarks, that the measure of the introduction of manual work into schools must be the measure in which it conduces to increased efficiency in the general work of the school, and specially in the standard subjects. It is, I think, well understood in the schools of this district that no amount of extra work of this kind can compensate for deficiencies in the fundamental subjects. Having regard to this general condition, can we say that there is room for the additional subject in the school time-table? That is a question which experience alone can answer. But in the schools of this district, and particularly in the schools under the Edinburgh Board, there has been gradually accumulated a fund of experience which enables a pretty decisive answer to be given as regards certain stages of the school, at all events. It will be convenient to consider the case of the infant school and of the juvenile school separately.

I. Infant departments (including Standard I.). As regards these the difficulty of the time-table has been amply, I may say, brilliantly solved. During the last four or five years the serious treatment of kindergarten occupations has spread from a very few schools to practically every school of any size in the district. The time devoted to work of this kind has gradually increased. In some schools, and these not the worst, it engrosses, together with object lessons, singing and drill, practically the whole of the afternoon time-table for the younger children. Now all this has been done not only without loss of efficiency in the ordinary subjects but with positive gain. Comparing the work done now in such a subject as arithmetic, for example, with the work done in the same subject in the same schools four or five years ago, I have no hesitation in saying that it is greatly more intelligent and more effective. This is also, I believe, Dr. Kerr's opinion, and similar opinions might be gleaned from Blue Books wherever there has been opportunity for making the comparison. As a rule, too, it is precisely in those schools where this kind of work has been most developed that the work in ordinary subjects is found to be most efficient. But perhaps the most remarkable thing is that even as regards the bare *amount* of work done there has been no falling off. I have paid particular attention to this point because mistresses in proposing an alteration in the time-table which would reduce somewhat the amount of time given to ordinary subjects have expressed a fear that they would not be able to show the same advancement as formerly. I should not have been astonished—nor dissatisfied—had the profession of work at inspection been at that stage less, but in point of fact I have remarked no falling off.

The opportunity for the introduction into infant departments.

The reason is really obvious. If as I have said elsewhere school work gives adequate exercise for the faculties of the pupils there is an enhanced pleasure in school life and a resulting energy which carry the children triumphantly through what are possibly less agreeable occupations. Besides, there is something analogous to the law of "diminishing return" in education. Progress in a given subject beyond a certain point is not commensurate with the amount of time per diem given to it. As much progress may be made in much less time provided that the children enter upon the lesson with zest, that the freshness of interest be maintained, and that routine methods and vain repetitions be avoided. Children of five to seven years of age cannot really profit by instruction for four hours a day in the three R's only. Supposing that no other suitable occupations could be provided for them in school it would be better that they should spend a considerable portion of that time in the playground.

In the infant schools then, in this district at all events, it is no longer a question of the introduction of manual training, but rather of making provision for its proper regulation and development. As yet we are only at the experimental stage and it is not desirable that any hard and fast line of procedure should be laid down. Rather variety of work should be encouraged together with the most careful observation and scrutiny of the effect of this kind of work in general, and of the relative values of the various exercises in particular. Theoretical considerations such as I have stated seem to me to be of sufficient weight to justify our making trial of manual training as a part of school

work, and so far the results in infants schools have been very favourable. But the final decision as to the value of this kind of work must be given at the bar of experience, and there is need meanwhile for close, careful, and impartial observation. Indeed, I cannot but think that all departments of school work would greatly benefit if this spirit of inquiry as to the effects of different subjects and methods of instruction were fostered, and routine methods, with all due caution, varied by methods which may be as yet tentative and experimental. I am bound to say that the very visible progress made in recent years in the infant schools, much greater relatively than in the juvenile schools, may be largely traced to reflection on their work on the part of the mistresses, and to the scope which the freer conditions of the infant school give to the spirit of inquiry and experiment thereby evoked. It may be laid down, however, as regards manual work in infant schools that the teacher should have a clear understanding of what the object of this kind of work is; that she should somehow or other acquire the necessary skill which some of the more advanced exercises demand; and that in any one school there should be a definite organisation of the work such as would prevent the repetition of the same exercise in successive years or the placing of a more difficult exercise before a simpler one.

In juvenile departments.

II. In the juvenile school the introduction of manual training though not so general as in the infants schools has made considerable progress. In about half of the Edinburgh (board) schools it is to be found in some form or other throughout the junior standards (I., II., and III.), and in seven of these schools the boys of the highest standards receive instruction in woodwork. From the favourable opinions expressed by the headmasters in their reports to the board (*see* report of school work committee) a further rapid extension may be expected. I quote such expressions of opinion as the following:—"The improvement "effected in Standard II. since kindergarten exercises were "introduced has encouraged us to continue them in more "advanced forms in Standard III." "The experience of the "year has all been in favour of the inclusion of science, and "hand and eye training in the curriculum of the school." "I "am thoroughly convinced of the great educational value of "the manual instruction, and the keen interest of the boys in "the class is clearly shown by the rare absence of a boy from "school on the day set apart for his lesson." "One pleasing "feature of the manual instruction classes is that the boys "greatly enjoy their weekly turn in the workshop."

What I have seen of this kind of work, and its effects, in the junior standards is in agreement with the favourable opinion expressed in these reports. The woodwork of the higher standards falls within the sphere of the Science and Art Department, and it is perhaps out of my province to speak of it. But in the reports by that department it has been described as excellent, and in no school have I seen any reason to suppose that the time given to this subject has resulted in loss of efficiency in the other school subjects.

The circumstances of the higher and lower standards are somewhat different, and must to some extent be considered separately.

(*a.*) Junior standards.

In the junior standards (I., II., and III.), the case for the introduction of manual training is almost precisely what it is in the infant departments.

We have no reason to suppose that child nature undergoes a radical change about the age of eight, and we may fairly expect that a broadening of the curriculum such as would engage all the interests of the children would in these standards also tend to promote rather than to retard advancement in the ordinary subjects. The opportunity for the introduction of manual training into these standards is indeed particularly favourable. Much of the time at present given to teaching the beginnings of class-subjects in I. and II. is wasted or worse than wasted, inasmuch as it serves only to fritter away the interest of the children in the particular subject. All that the children at this stage do learn, or can profitably learn of such subjects as grammar, history, geography, would be more efficiently taught in a preliminary course of a week or a fortnight in Standard III. There is no gain, but positive loss in devoting a certain fixed amount of time per week for a whole year to pointing out nouns in the lesson—or nouns and verbs. Either the children feel and apprehend the function of these classes of words in a much shorter time, or they have not yet reached that stage of their intellectual development at which they are capable of understanding it at all. In either case nothing is gained by dint of repetition. So in history a weekly or bi-weekly period is devoted to rehearsing over and over again the facts, or legends, of the life of Wallace, or of the lives of Wallace and Bruce. The results are that much valuable time is wasted, that to eke out the programme details of very doubtful historical or moral value are introduced, and that the children acquire a distaste for the subject. The course is not much improved by the addition of some information about Columba or Black Agnes. I might, were it worth while, justify these criticisms in detail by excerpts from Blue-Books or from my own experience. The usual treatment of geography at this stage is open to similar criticism.

The truth is that at this stage of the school we have not yet arrived at the point where the separate subjects of oral instruction may be usefully differentiated from each other and separately treated. They might all be replaced by *one single course* of oral instruction which would be in the main a continuation of the object lessons of the infant school, but which might include a certain proportion of lessons on historical or geographical subjects, to be treated after the manner of object lessons. For these special lessons some natural features of the district, or some scenes of historical interest in the neighbourhood, might be selected as points of departure. A few introductory lessons in grammar might be included, but language teaching at this stage would probably be better promoted by utilising the object or historical lessons already referred to as material for the practice of oral and occasionally of written composition. The time thus gained, to say nothing of the freedom from distraction, would leave ample room for such amount of manual training as might be found desirable and also for physical drill, and would probably allow of further progress being made in standard work. At present the difference in the requirements in standard subjects in Standards I. and II. scarcely represents a year's work.

(*b.*) Higher standards.

In the higher standards the case is not so simple. These standards, especially Standard V., have their own share in the distribution of elementary work over the different standards, and it is on them that the brunt of the real teaching of class subjects must fall. Not much relief is to be had by attempting to anticipate this part of the work in the lower standards, because so much of what has to be taught makes demands upon the intelligence which cannot reasonably be made at an earlier age. Then, too, in the schools which attempt to do some secondary work some beginning of specific subjects must be made even as early perhaps as the

4th Standard. Clearly the utmost caution must be exercised in introducing an additional subject.

But there are some considerations on the other side, First and most important is the fact, to which I have already alluded, of the rise in age at which Standard V. is being taken. Twelve is rapidly becoming the regular age for presentation in this standard, and there is good reason to believe that in a few years about half the children presented in V. will be over 13 years of age. If then children of 12 and 13 profess the work in standard subjects which in former years was professed by the majority of children at 11, there is room not only for greater thoroughness of attainment, but also for a wider range of work in the school curriculum. Then again the addition of some form of manual training to the school curriculum may be regarded rather as a relief from than as an addition to the mental work caused by other school studies. On the measure of success which has attended the introduction of manual training so far I cannot in the meantime lay stress, because possibly the experiment has not been sufficiently general or long continued. But it is a fact that in many schools under present conditions the girls take all the work that the boys take and give besides a considerable amount of time to sewing and to cookery. The addition of manual work for the boys would in these cases only counterbalance the extra work of the girls. The only question is whether equality should not rather be brought about by reducing the amount of work for the girls. It is much to be wished that this question of the amount and proper distribution of class subject instruction were more generally looked at from some other point of view than that of ascertaining the best paying combination. Certainly three class subjects besides extras are often run abreast for the sake of extra grants when every consideration of educational policy would have suggested that two only should be taken.

The amount of class subject instruction in the higher standards, and the particular subjects taken up must in any case depend to some extent on the circumstances of the school and the tastes of the teacher, but I may perhaps venture to suggest the following arrangement as a desirable one in ordinary circumstances:—

Suggestion for a suitable curriculum of class subject instruction.

That two class subjects only, viz., English and geography, should be formally professed, and of these two English should receive even a greater proportion of time than at present. That one of the reading books in use in the class should be a thoroughly readable history *not* arranged with a view to preparing for examinations. The first requisite is that it should engage the interest of the children. To systematize and confirm their knowledge of the facts the children should be asked from time to time to make *for themselves* a summary or digest of certain portions of the book to be corrected or improved by the help of the teacher. In no case should they be provided with a ready-made analysis to be committed to memory. That manual work (cardboard or woodwork) should be taught to the boys in connection with drawing largely in the time that the girls give to needlework. This combined subject might be made the means incidentally of some elementary instruction in geometry, and in the application of the pupils' knowledge of arithmetic to simple problems of mensuration. If drawing is taught to girls it should be partly in the time at present given to needlework. That as a subsidiary subject, to be taken up more or less fully according to the time available, a series of lessons should be given on facts of observation and experiment. These lessons should not be directed, purposely at all events, towards increasing the pupil's store of examinable knowledge, but should be in the very strictest sense a training in accurate observation, accurate expression, and correct reasoning.

Under this scheme history would require little extra time beyond that allotted to the reading lesson, and history and object lessons together would probably not require nearly the whole of the time at present given to a third class subject. The educational result, would, I think, be at least as satisfactory and there would be time for any reasonable development of manual training.

Question of expense.

The difficulty in the way of manual training on the score of expense of equipment I need hardly discuss. The expense, except in the case of woodwork, is trifling, and even in the case of woodwork it is not likely to prove a serious difficulty if once the desirableness of the instruction is recognised.

Necessity for increased staff.

But I come now to a difficulty of the gravest and most real character, viz., the question of staff. The very general introduction of manual training into the schools of the district is, as I have remarked elsewhere, the outcome of a spontaneous movement on the part of the teachers, especially in the Infant Departments, and is in no way due to pressure on the part of the inspecting staff, whose attitude has been mainly one of observation. But however disposed we might be to urge the claims of the subject on their attention, we are of necessity dumb when we find teachers—women—in charge of classes of over 80 children, without any help, or in charge of 100 to 130 with the aid of a pupil-teacher. However we may think that in the long run it may help to relieve and brighten their labours we cannot possibly ask them to undertake any additional work. It is greatly to their credit that work of this kind should have been so generally attempted and so well done, and the ingenuities of organisation elaborated for the purpose are worthy of all praise. These large classes occur even under the Edinburgh Board, which has long and deservedly had the reputation of being most liberal in staffing its schools. I am glad to say, however, that the Board has presently under consideration a scheme by which the staff of each school will be still further strengthened. I shall regard it as not the least of the merits of manual instruction if its necessities should lead to the formation of more correct ideas as to the number of children who can in ordinary circumstances be effectively taught at one time by one teacher. It is of the essence of manual training to be individual. It is in this respect the very antipodes of class teaching, and consequently the number whom a teacher can effectively supervise is strictly limited. In the case of any of the more advanced forms of manual work that is now an accepted principle, and twenty to twenty-five at most are taken at a time. Even this number is considered by some excessive. It does not follow of course that there must be a teacher for every 25 children, but that for this subject the children must be taken in sections not exceeding that number. But this arrangement is barely possible with the present average staff of a school and if manual training is to be effectively carried out that staff must be proportionately strengthened.

Increased staff equally necessary in the interests of other class subjects.

But probably some increase of staff is equally to be demanded in the interests of effective instruction in other class subjects as well. The need for individual instruction is generally regarded as a peculiarity—the merit or demerit—of manual training, but it may be questioned whether it is not a characteristic of all really effective teaching in any subject whatever. The one subject which can be taught by the class method pure and simple is drill. It is useful also in an object or demonstration lesson where some simple and essily understood fact can be shown to a large number at once. Even here a very little experience will convince the amateur in school methods that the possibilities of misconception among children are endless. But when we come to such a subject as grammar for instance, the attempt to carry on the work simply by means

of class teaching, breaks down hopelessly. Even the most lively and skilful presentation of the subject in the class lesson will fail of its effect unless it is followed up by patient individual dealing. For one collective lesson, if the subject is to be effectively taught, there must be half-a-dozen where the pupils are taken sectionally for individual teaching. Scattering questions promiscuously over a class of 80 or 100 children is not enough. With the average teacher in ordinary circumstances, there is no certainty that all the children, or even a large proportion of them, are making any active intellectual effort. They are either inert trusting to escape the question, or if forced to respond, content themselves with some stereotyped answer of which they have learned the trick. The individual teaching which is a necessity of manual training is only in a small degree, if at all, less necessary in such a subject as grammar, and in the ordinary school additional staff is greatly needed in the interests of the one as well as of the other.

The training of teachers for giving instruction in this subjects.

It goes without saying that if manual instruction is to be successfully given the teachers of the subject must possess the requisite technical skill. Ideally of course that skill would be most appropriately acquired in the training colleges. But no one who has regard to the amount and the distracting variety of work at present undertaken in these institutions could venture to propose any addition to the curriculum. Whether some reform of that curriculum is on other grounds desirable I cannot here discuss. But I believe that a very adequate preparation for this kind of work might be secured in the case of the majority of future teachers if provision were made in the schools of the large towns where manual training has been to some extent developed for some systematic instruction of the pupil-teachers both in the theory and practice of the subject.

Other teachers who wish to introduce the subject must I fear make some sacrifice of their leisure time, as many have already ungrudgingly done, and qualify themselves as best they may by attendance at special classes. The amount of technical skill needed varies greatly with the different exercises. The Sloyd Association of Scotland aims at providing courses under competent teachers in such subjects as clay-modelling card board work, woodwork, wherever there is a demand for them. Similar courses have been held in connection with the Aberdeen branch of the Educational Institute. A sloyd class is held in the holiday season in connection with the Edinburgh Summer Gathering. Classes for the instruction of teachers in woodwork have been conducted under the auspices of the Edinburgh Board by the chief woodwork instructor, and doubtless many of the evening classes held in technical and science colleges will afford opportunity for acquiring the necessary skill.

A considerable number of teachers from Scotland have attended holiday courses at the great training schools of Nääs and Leipzig, and the value of the wider experience of matters educational to be gained at these institutions can hardly be exaggerated. At Nääs through the generosity of the founder of the institution, Herr Abrahamson, no payment of any kind is required for instruction or use of tools and materials, and in the summer and autumn courses the lectures and instruction are given in English. Last year the committee on technical education of the Dumfriesshire county council—as many county councils in England have also done—undertook to pay the expenses of some public school teachers from the county at Nääs or Leipzig, in order to qualify them for giving similar instruction at home. They now propose to employ one of these gentlemen, who had a distinguished record at Nääs, to give instruction to other teachers from selected schools in the county,

Possibly other county councils in Scotland may be disposed to follow this example.

Technical skill necessary, but educational purpose even more so.

But however the necessary skill may be acquired, it is of the last importance that teachers who undertake work of this kind should have a clear and abiding idea of what the object of it is. Hence it is desirable that some theroretical instruction—and discussion—should accompany the practical course. In the case of those who are teachers by profession there should be no great necessity for insisting on the educational aspect of the work. It is the requisite technical skill in which they are more likely to be lacking. Especially is this the case with woodwork (or ironwork), where the acquirement of the necessary skill in one previously destitute of it is a matter of months rather than of days or weeks. Yet it is simply indispensable that a teacher should himself be able to do reasonably well what he attempts to teach to others. At first sight the obvious thing to do would seem to be to employ a skilled artizan. But this in ordinary circumstances is an expedient of at least doubtful policy. Certainly there are artizans who are by nature teachers, or who quickly apprehend and adapt themselves to the educational aims of woodwork instruction in schools. To take a parallel case, I know of teachers of cookery, not trained teachers, whose grasp of educational objects and methods is as firm as that of those who are teachers by training and profession. But to employ anyone to conduct a course of manual training simply on the ground of his skill as an artizan is a most hazardous proceeding. Such an one from his whole bent and training is apt to lose sight of the educational end, and to aim at one thing only, viz., the making of the boys, so far as opportunity allows, as expert workmen as himself, and that by the shortest, readiest, and most mechanical methods. Now it is no part of the business of the elementary school to turn out expert workmen. That aim may be allowable, I do not affirm that it is, in teaching lads in evening continuation schools or in technical schools but it is out of place in the elementary school. The function of the elementary school, if it goes beyond its primary business of giving effective instruction in the three R's—and even in these—is to develop intelligence and build up character, and there is no place in its curriculum for manual work of any kind except in so far as it can be made to conduce to these two great ends. In the elementary school the manual training given of whatever kind must be sloyd, using the word not as denoting any particular system but in the wider sense I have endeavoured to give it, and sloyd in the service of the school; and the person who teaches it, whether he has all the skill of an artizan or not, must at all events have the instinct and aims if not the training of a teacher.

I have the honour to be, &c.

J. STRUTHERS.

The Secretary,
Scotch Education Department.

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